

DOCUMENT RESUME

ED 205 603

TM 810 512

AUTHOR Hedges, William D.
 TITLE Attitudes of Parents, Teachers, and Students Towards Education in Florida High and Low Achieving High Schools.
 INSTITUTION Florida Univ., Gainesville. Coll. of Education.
 SPONS AGENCY National Study of School Evaluation, Arlington, Va.
 PUB DATE Dec 80
 NOTE 207p.
 EDRS PRICE MF01/PC09 Plus Postage.
 DESCRIPTORS *Academic Achievement; Attitude Measures; High Achievement; *High Schools; Low Achievement; *Parent Attitudes; *School Attitudes; Scores; *Student Attitudes; *Teacher Attitudes
 IDENTIFIERS *Florida; Florida Functional Literacy Test

ABSTRACT

This is a study of the attitudes toward education of three groups of people associated with 40 Florida high schools (parents, teachers, and students). The purpose was to examine differences in attitudes towards the high school education of their children between and among the three groups. The thesis was that the two populations would evidence quite different attitudes towards their schools. Accordingly, using the Florida Functional Literacy Test scores, 21 high achieving and 19 low achieving secondary schools were identified and agreed to participate. These schools were mailed the Parent, Teacher, and Student Opinion Inventories published by the National Study of School Evaluation. The state of Florida has stressed the Florida Functional Literacy Test as a criterion of excellence. It would seem to follow, therefore, that such excellence might be reflected in the responses of the parents, the teachers, and the students. An analysis of the findings is reported. (Author/GK)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED205603

ATTITUDES OF PARENTS, TEACHERS, AND STUDENTS TOWARDS EDUCATION IN FLORIDA HIGH
AND LOW ACHIEVING HIGH SCHOOLS

By

William D. Hedges, Professor of Education

College of Education, University of Florida

Gainesville, Florida 32611

December, 1980

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Supported By a Grant From the

NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard

Arlington, Virginia 22201

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

The author is extremely grateful to the National Study of Evaluation and to Dr. Donald C. Manlove who made this study possible.

Credit is expressed to my wife, Robbie, who has patiently endured being a 'micro-computer widow' during this past year.

Credit is extended to Donna L. Waxter, George R. Waxter and William Pritchard who assisted with the literature search.

A special vote of thanks to Darrel McCormick who helped with the seemingly endless transcription of data to coding sheets and to Steve Garica who helped with the proofing, some typing and keypunching.

Mrs. Margery Pace who did the very professional typing of individual letters to superintendents, principals and school representatives is due a vote of thanks.

Appreciation is extended to those many many teachers, principals, parents, and students who took of their time to fill out the forms and return them. Of this group, the school representatives who distributed materials, collected them, and mailed them back to me are especially recognized for their professional spirit in following through despite an already heavy load of school duties.

Last, my little APPLE and Paper Tiger printer which have tirelessly and without error for so many long hours are not to be overlooked.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTION

CHAPTER I.	THE PROBLEM AND DESIGN.....	2
CHAPTER II.	LITERATURE REVIEW.....	12
CHAPTER III.	ANALYSIS OF THE PARENT DATA.....	17
CHAPTER IV.	ANALYSIS OF THE TEACHER DATA.....	41
CHAPTER V.	ANALYSIS OF THE STUDENT DATA.....	74
CHAPTER VI.	CONGRUENCE OF RESPONSES.....	92
CHAPTER VII.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	116
APPENDIX A,	SUMMARY DATA ON PARENT RESPONSES.....	123
APPENDIX B,	SUMMARY DATA ON TEACHER RESPONSES.....	125
APPENDIX C,	SUMMARY DATA ON STUDENT RESPONSES.....	127
APPENDIX D,	RETURNS BY SCHOOLS.....	128
APPENDIX E,	SCORES ON FLORIDA STATE LITERACY TEST.....	129
APPENDIX F,	FORMAT OF DATA ON CARDS AND TAPE FOR RETRIEVAL...	130
APPENDIX G,	LETTERS TO PARENTS, TEACHERS, AND STUDENTS.K.....	133
APPENDIX H,	GRAPHS OF PARENT DATA.....	136
APPENDIX I,	GRAPHS OF TEACHER DATA.....	156
APPENDIX J,	GRAPHS OF STUDENT DATA.....	178
APPENDIX K,	PARENT, TEACHER, AND STUDENT NSE INVENTORIES.....	190

INTRODUCTION

This is a study of 40 Florida High Schools. Specifically, it is a study of the attitudes toward education of three groups of people associated with those 40 high schools, i.e. the Parents, the Teachers, and the Students.

The purpose was to examine differences in attitudes towards the high school education of their children between and among the three groups, i.e. parents, teachers, and students. The thesis of the study was that the two populations would evidence quite different attitudes towards their schools.

Accordingly, using the Florida State Literacy Scores, 21 high achieving and 19 low achieving secondary schools were identified and agreed to participate. To these were mailed the Parent, Teacher, and Student Opinion Inventories published by the National Study of Evaluation.

The State of Florida has stressed the Florida State Literacy Test as a criterion of excellence. It would seem to follow, therefore, that such excellence might be reflected in the responses of the parents, the teachers, and the students.

This study reports an analysis of the findings.

CHAPTER I: THE PROBLEM

Curriculum theory suggests that the degree of congruence of attitudes towards education among the three groups, parents, teachers, and students, is a desirable basis for building an effective curriculum. Saylor and Alexander wrote "The degree of congruence that exists among the purposes of the three parties in the schooling process---the school, the teachers, and the students---is a crucial matter." (p. 147)

This research examined the attitudes of Parents, Teachers, and Students in 40 high and low achieving Florida High Schools. The purpose was to contrast the attitudes of the three groups, i.e. parents, teachers, and students in the high achieving schools with the attitudes of those same groups, respectively, in the low achieving schools. Achievement of high schools was defined as the TOTAL score earned by Florida High Schools on the Florida State Literacy Test. This score gives the percentage of students in each school passing the test that year--in this case 1979.

The specific questions which the study investigated were:

1. Do the attitudes toward education of parents in high achieving Florida High Schools differ from the attitudes of parents in low achieving Florida High Schools?
2. Same as 1 but for Teachers.
3. Same as 1 but for Students.
4. Do the patterns of response of parents in high achieving Florida High Schools differ from the patterns of response of parents in low achieving Florida High Schools?
5. Same as 4 but for Teachers.
6. Same as 4 but for Students.
7. Is there more unanimity in parent responses in high achieving schools than in low achieving schools?
 - A. Is there less variance in parent responses in high achieving schools?
 - B. Is there more independence in parent-teacher-student responses in low achieving schools than in high?
8. Same as 4 but for Teachers.
9. Same as 4 but for Students.
10. Is there greater congruence among the attitudes of Parents, Teachers, and Students in high achieving than low achieving high schools?

PROCEDURE

THE FIRST STEP in the study was to obtain a list of the Florida Department of Education 1978-79 Statewide Assessment Program Scores for all High Schools. This list reports the school data by counties.

From this list were deleted all schools except those having the name high school, i.e. various centers, vocational schools, special education schools, etc. Remaining were 289 high schools. As far as possible, I wanted to work with comprehensive Florida Public High Schools.

Next I obtained the The State of Florida's Literacy Score data for 1979. This consisted of: (1) Communication Skills, (2) Mathematics, and (3) Total. I used only the total score in selecting the schools to participate in the study. These scores are reported as percentage of students in that school who passed, i.e. earned at least the minimum passing score. (See Appendix E).

STEP TWO was to calculate the mean and standard deviation of the total state scores of the 289 schools and to select ONLY THOSE schools scoring above 1 SD above the mean and schools scoring below 1 SD below the mean.

The mean of the 289 High Schools Total Score = 72.1. The standard deviation = 14.9. The mean plus and minus one S.D. of 14.9 yields a range of 57.2 through 87.0. In other words, schools were selected which had a mean total score below 57.2 or above 87.0. As indicated, total school scores are given as percent passing, i.e. a score of 85 means that 85% of the students passed the test.

From the state list, 54 schools were identified. Of these, 28 were at the low end of the continuum on state scores and 26 were at the high end of the continuum.

STEP THREE consisted of writing each of the Superintendents of the respective school districts a letter explaining the purpose of the study and requesting permission to contact the principals of the particular schools. One superintendent declined because he was newly elected. His county contained two schools, one a high achiever and one a low; this reduced the sample to 52.

STEP FOUR involved writing each principal of the remaining 52 schools explaining the purpose of the study and requesting permission to proceed. Of the 52 schools, 40 agreed to participate.

State of Florida test score data on the 52 schools in the initial sample and the 40 selected schools were as follows:

The 52 Schools		The 40 Schools	
Mean	= 67.5	Mean	= 69.9
S.D.	= 23.4	S.D.	= 24.3

FIGURE I

The reader must judge if the resulting schools are sufficiently representative to enable the problem to be studied. Because the mean of the 40 schools is higher than the mean of the 52, it is evident that more low achieving than high achieving schools neglected to participate. Specifically, in the original 52 schools, 24 were high and 28 were low. Of these, 21 of the high and only 19 of the low participated. In other words, 21 of 24 or 87.5 percent of the high achieving schools are represented but only 19 of 28 or 67.9 percent of the low achieving are represented. This is a potential source of bias in the study.

However, despite the above, the study is valid because it is investigating attitudes of highly discrepant schools insofar as achievement is concerned. We see from Figure I below that these schools do represent extremes in achievement.

High Achieving Schools		Low Achieving Schools	
N	= 21	N	= 19
Mean	= 90.8	Mean	= 46.8
S.D.	= 3.6	S.D.	= 14.1

FIGURE II

STEP FIVE involved contacting the school representative, i.e. a faculty member, guidance counselor, or librarian designated by the principal as the contact person to whom I could send the questionnaires. To each of these persons, a box of National Study of School Evaluation Inventories was mailed. This box contained the NSE Parent, Teacher, and Student Inventories. Enough were sent to provide one Teacher Inventory for each faculty member.

The particular design used turned out to be extremely effective in obtaining generally adequate returns hence is reported below in some detail. Keep in mind that three populations were being queried, i.e. (1) Parents, (2) Teachers, and (3) Students.

1. One teacher inventory was sent for each faculty member in each school.
2. One student inventory was sent for each faculty member to distribute and collect.
3. One parent inventory was sent for each faculty member to distribute and collect.

The above procedure meant, for example, that in a 100 faculty high school, 100 teacher, 100 parent and 100 student questionnaires were sent. The materials were in the form of 100 packets, one packet for each teacher. Each teacher packet contained three inventories in three unsealed envelopes, one for the teacher, one a parent and one a student. The words FOR PARENT, FOR FACULTY, or FOR STUDENT were stamped on the face of the envelopes.

Inside each teacher's envelope with his/her inventory was a cover letter explaining the purpose of the study and requesting distribution of the other two inventories to the designated student or parent.

The school contact person placed the packet of three envelopes in each teacher's mail box, sent out several reminders over a two week period, collected returns, and mailed them back to me using postage and a self addressed label I had furnished earlier.

In each student's envelope was a cover letter explaining the purpose of the study in somewhat simpler terms than the letter to the teachers. Similarly, each parent's envelope had a cover letter explaining the purpose of the study in non-technical language. Copies of each of the letters is available in Appendix F.

One problem was how to assure at least a degree of randomness in selecting parents and students. This was accomplished by writing a short program in BASIC on my APPLE micro-computer. This program generated and printed 3,500 labels. One label was stapled to each faculty member's letter. An example is given below.

USING THIRD CLASS OF DAY
PLEASE GIVE STUDENT INVENTORY
TO STUDENT # 24 IN ALPHABETIC ORDER
FOR PARENT, LAST CLASS OF DAY
CHOOSE PARENT OF STUDENT # ;
IN REVERSE ALPHABETIC ORDER.

Any class of the day, as first, second, third, fourth, or last and any student 1 through 25 had an equal chance of being drawn. Because some teachers have six periods, some five, and some four, the word last was used. Because some classes exceed 25, the alphabetic order was reversed half of the time, i.e. randomly. While not completely random, this procedure did avoid teacher selection of students. Thus the word alphabetic could be reverse alphabetic.

An algorithm similar to the above was used for parents. This procedure, while not strictly random, did avoid selection by teachers of, let's say, their most responsible or most academically able students.

It appeared that an advantage of this procedure might be that each busy teacher would not have a great deal to do and, at the same time, might tend to feel some responsibility for follow through. His or her task was to: (1) fill out the teacher inventory, (2) ask the student identified on the slip of paper attached to the cover letter to complete his and (3) ask the student or the parent identified to take that parent's inventory home. Then the teacher merely collected those two, added his own, and returned them in their three separate sealed envelopes to the librarian, counselor or other school contact person.

Another advantage of the above procedure was it enabled avoiding tremendous postage costs. To mail 3,500 packets containing the three inventories with their respective cover letters would have cost about \$.50 each or \$1,750. Return postage for even 50 percent of the 10,500 inventories at \$.15 each would have been \$1,575. As it was, shipping costs of the 40 boxes approached \$200 with return costs about the same. In addition there would have been secretarial costs for addressing envelopes.

The list of participating schools is in Appendix E. As was promised in the original letters to Superintendents and Principals, no school is identified as high or low. The cooperation of each school faculty and administration is deeply appreciated; the list of participating schools is intended to express gratitude for their enabling this study.

Letters to school superintendents went out in December. Follow-up letters were made to about ten who had not responded by February 1. Beginning in February, letters went to the principals in counties where the superintendent of schools had given his approval to contact the principals. Follow-up letters of reminder went to non-responding principals after a period of three weeks. Several weeks after that, telephone calls were made.

Reasons for non-participation ranged from proximity to the University (the school in the author's county refused), to being a new superintendent, to being too busy to just not replying.

Three months were required to: (1) identify the 40 participating schools, (2) write the Superintendent of that County, (3) write the principal of each school, (4) pack the boxes of inventories, (5) address and mail these to the school contact person with an explanatory letter, and (6) write follow-ups all along the line. Time was running out because it is difficult to secure much of a response after April as the end of school comes in sight. It was early in April before the last school approval was obtained and those materials mailed.

During the interim of securing permission, it was necessary to: (1) prepare a standard explanatory cover letter for teachers, for parents and for students (2) stamp the envelopes with the words FOR FACULTY, FOR

STUDENT, or FOR TEACHER (3) generate the labels randomizing student and parent selection and staple one to each teacher letter, (4) fold each letter and inventory and insert it in its envelope, (5) place a rubber band about each packet of three, (6) include a packet for each faculty member and administrator in each school in its box, (7) prepare return addresses, (8) pack each box, (9) figure and enclose the return postage necessary.

The 52 schools totaled 3446 faculty. Not knowing which would agree to participate, I prepared packets for all of them. Since there were 3446 parent inventories, 3446 faculty, and 3446 student inventories and each had an accompanying letter to include in its envelope, the total of 10,338 envelopes to stuff was non-trivial. Mailing began as approval was received. Returns began coming in before all had been mailed, i.e. mailing took place over a four week period.

It developed that the 40 schools totaled 2520 faculty. Data on the school were as follows:

The 52 Schools	The 40 Schools
Mean No. Faculty....66.7	Mean No. Faculty....63
S. D. Faculty.....35.8	S. D. Faculty.....32.4
Median No. Faculty..59	Median No. Faculty..58

FIGURE III

Actual numbers and percentages of return for each school for each group as parents, students, or teachers are given in Appendix D.

STEP SIX consisted of transcribing the data to computer coding sheets as returns came in. The last school sent its box early in June. Transcription went on during May and June. Also on each coding sheet went identifying information as follows: (1) school number, (2) whether school was high or low in rank, (3) raw scores communication skills, math skills and total score, (4) school organization as K-12, 9-12, etc.

Once the data were transcribed to coding sheets, they were keypunched, read to tape, printed out, proofed, corrected, and finally verified as absolutely accurate. In some instances it was necessary to go back to the original inventories--which had been numbered and kept separate by school so any potential mix-ups could be undone. These data have been retained as have the original coding sheets so that verification at a later date, if necessary, can be made.

STEP SEVEN consisted of writing the computer programs, running them on edit mode, debugging and running with sample data to check for accuracy. SPSS, the Statistical Package for the Social Sciences, was used.

STEP EIGHT consisted of running the data analyses. During the first week in August, the returns on each school came out of the computer. These were separated, stapled, placed with a thank-you cover letter and mailed to each participating school. Thus each school received its own data on each of the three sets of inventories to be used as that school's administration judged fit. Hopefully some will use their data analysis during accreditation; others will find it helpful in planning curriculum improvement.

The first part of STEP NINE came during the fall of 1979. Two graduate students in my doctoral class in curriculum evaluation, i.e. George Wayte and Donna Smith, elected to do the preliminary review of the research for their curriculum research project. During the subsequent summer, these materials were double-checked by a graduate assistant for accuracy and used as the basis for writing the research chapter of this study. Drawing on the references of these students, but doing an ERIC search of my own, in October, 1980, I wrote the literature review, Chapter II. This was completed in November, 1980.

During September, October and November of 1980, the data analysis and writing of the report went on. Final editing and correction enabled the finished copy to go to the printer by early December.

In December, one year from date of beginning the study, it was possible to mail each of the Superintendents of Schools a bound copy of the research study and to send copies to Dr. Manlove, Executive Director of the National Study of Evaluation, the organization whose grant made this research possible.

THE EXTREME GROUPS RESEARCH DESIGN

The design is described in FUNDAMENTALS OF EXPERIMENTAL DESIGN, 3rd. Ed., by Jerome L. Meyers, Allyn and Bacon, 1979, p. 158.

The basic research design involved studying relationships between: (1) two groups of schools, one group being the higher achieving secondary schools in Florida; the other group being the lower achieving group of Florida high schools and (2) responses of the three groups.

The Extreme-Group Design includes obtaining the X scores on N subjects (in this case the State Literacy Scores on All Florida High Schools). Next, extremely high and low X scores are selected (in this case the top 28 and bottom 26 Florida High Schools corresponding to those schools scoring above one s.d. above the mean and below one s.d. below the mean). Next, Y data are collected from these schools (in this case attitude data from parents, teachers, and students).

In this design, the attempt is to discover if a correlation exists between school achievement and attitudes of parents, teachers and students toward education. Do the responses of each group (parents, teachers, and students) in the high achieving schools differ significantly from those in the lower schools, respectively?

In addition to the above question, I wanted to ascertain if parents, students, and teachers from high achieving Florida High Schools show more agreement among them on educational issues than do parents, students, and teachers from low achieving Florida High Schools?

As indicated the X variable was the Florida 1978-79 Assessment scores in Mathematics, Communication Skills and Total. The attitudes of parents, teachers, and students in high scoring schools was the Y variable. The procedure was to take the extreme ends of the distribution of Florida Literacy Scores. This was done, i.e. those schools above one S.D. above the mean were identified; those schools below one S.D. below the mean were identified. In effect, some 16% of each end of the continuum of schools was identified.

Next, with the Y data, i.e. parent, teacher, and student responses, I estimated the full range correlation that WOULD have resulted had all scores been available. That is, what would the correlation be if we had correlated attitudes with achievement for all Florida High Schools with attitudes of parents, teachers, and students. The procedure was:

1. Calculate the S.D. of the test scores for ALL High Schools. (SDx)
2. Calculate the S.D. of the low and high achieving schools selected. (sdx)
3. On each question, calculate the correlation between the mean responses of the 49 schools and their state scores. (r)
4. Using the formula below, calculate the estimated FULL RANGE of the correlation that would have resulted if all Y scores had been available (R) FOR EACH QUESTION. Note: The asterisk in the formulas below represents multiplication:

$$R = \frac{r * (SDx / sdx)}{SQRT(1 - r^2 + 2 * SDx / sdx)}$$

r is correlation between X and Y for combined high and low groups.

SDx is standard deviation of all test scores.

sdx is standard deviation for X scores of combined high and low groups.

Last, with each R we can test the null hypothesis that rho = 0 by applying the equation below:

$$t = R * SQRT(n-2) / SQRT(1 - r^2)$$

$$t = \frac{R * SQRT(n-2)}{SQRT(1 - r^2)}$$

It should be noted that this analysis rests on the assumptions: (1) that the relation between the two variables is linear and (2) that the distribution of the concomitant and dependent measures is bivariate normal.

The results of the above statistical analysis are reported in Chapters III, IV, and V for Parents, Teachers, and Students, respectively.

The question of degree of congruence between and among parents, teachers, and students on selected educational issues was examined using a 3 x 5 Chi Square as shown below: Items used were those considered comparable on the three Inventories (Chapter VI).

Parent Question # 48; Teacher Question # 46; Student Question # 30.
(From High Achieving Schools).

INVENTORY RESPONSES										
I	-----	I	-----	I	-----	I	-----	I	-----	I
I	5	4	3	2	1	I				I
I	-----	I	-----	I	-----	I	-----	I	-----	I
I PARENTS	I 75	I 23	I 100	463	I 60	I				I
I	-----	I	-----	I	-----	I	-----	I	-----	I
I TEACHERS	I 24	I 75	I 86	I 422	I 273	I				I
I	-----	I	-----	I	-----	I	-----	I	-----	I
I STUDENTS	I 19	I 82	I 150	I 283	I 290	I				I
I	-----	I	-----	I	-----	I	-----	I	-----	I

FIGURE IV

The assumption in the above is that the PATTERN of responses to the question will be uniform between and among the three groups, i.e. parents, teachers, and students in the high achieving schools and non-uniform among the three groups in the low achieving schools. That is, the chi square values testing independence will be lower in high achieving schools than in low achieving schools.

It is evident that if there is complete independence in the responses, the expected results will equal the actual results and there are no interaction effects.

The question of congruence was also examined as below:

Question# 1 on Parent Inventory: Students in our school are generally respectful of each other.

5. Strongly Agree

4. Agree

3. Disagree

2. Strongly Disagree

1. No Opinion

INVENTORY RESPONSES					
	5	4	3	2	1
HIGH SCHOOLS	55	8	106	544	24
LOW SCHOOLS	48	25	138	372	12

FIGURE V

The chi square design of Figure V was used to check out independence between parent groups (high and low), teacher groups (high and low) and student groups (high and low).

The results of the above statistical analysis are reported in Chapter VI. Chapter VII is a report of the findings, conclusions, and recommendations.

It was possible, using APPLE PLOT to depict the data for each question graphically. These graphs are given in Appendices H, I, and J for Parents, Teachers, and Students, respectively. These graphs enable ease of interpretation for the interested reader.

SUMMARY: This chapter stated the research problem, described the procedures, and set forth the basic statistical design. Chapter II reports the relevant research literature.

CHAPTER II

CONGRUENCE OF PARENT, TEACHER, AND STUDENT ATTITUDES AND SCHOOL ACHIEVEMENT

This section reviews relevant research on relationships among parental, faculty, and student attitudes as these correlate with school achievement in secondary schools.

The literature search sought ONLY studies involving attitudes toward education AMONG the three groups, parents, teachers, and students; there was no attempt to look at the broad continuum of factors which research suggests separate high achieving from low achieving high schools. In addition, research on attitudes of EACH of the groups as these relate to school achievement is for the most part, excluded. However, the ERIC literature search initially was for studies that include each group; this avoided missing any that might concern all three while unmentioned in the title.

Surprising was that virtually no studies were found which examined the congruence AMONG ALL THREE GROUPS, i.e. parent, teacher, AND student attitudes. Typically one and sometimes two of the groups were included. No study was found that investigated the curriculum theory of this research.

The ERIC search yielded 280 studies using descriptors of the separate groups: (1) attitudes, academic achievement, parents, (2) attitudes, academic achievement, teachers, (3) attitudes, academic achievement, students. As indicated, these were run separately in the hope that some would be identified that would otherwise be missed.

One, a study by Hand (1948) found pupils and parents to be in agreement on: (1) amount of satisfaction, (2) whether teachers knew students as well as parents or students felt they should and (3) participation in the extra-curricular life of the school. There was less agreement as to fair treatment of students by teachers and as to the question of how much things taught in school would be of value later on. Teachers tended to fall between parents and pupils on some questions as to amount of homework. Unfortunately, relationships with achievement were missing and the study is old.

Tolor (1973) inquired whether parents, teachers, students, and administrators were in agreement as to those teachers who are highly effective and those who are low in effectiveness. He found that administrators and faculty shared perceptions of teachers as to their negative and positive attributes. Parents and teachers showed little agreement and students showed no agreement with any of the groups in the selection of most effective and least effective teachers. Unfortunately, this study was based on one private school with little parent participation and no results are available pertaining to student achievement.

A study by Dromisky (1974) investigated "...if there is any significant

difference in the attitude toward the school of parents, teachers, and students within those school communities that have parental involvement in curriculum development and those that have no parental involvement."

Dromisky's sample included 12 elementary schools in Alachua, Dade, Hillsborough, and Orange Counties. Using attitude scales, he obtained returns from 577 and 385 parents respectively in the involved and uninvolved schools. Similarly, he analyzed returns from 145 and 106 teachers and from 819 and 401 students, respectively.

His results were: (1) the parent group from involved schools revealed significantly more favorable attitudes towards school as measured by total scores on the parents' attitude scale, (2) the teacher group from noninvolved schools revealed significantly more favorable attitudes toward the principal, (3) the teacher group from involved schools revealed significantly more favorable attitudes towards the community, (4) the parent group from involved schools revealed significantly more favorable attitudes towards the school and (5) the student group from involved schools revealed significantly more favorable attitudes towards teachers. Not included in Dromisky's study is any relationship of attitudes to student achievement.

Brown, et al, (1975) investigated relationships among parent, teacher, and student attitudes on topics of current interest. His study was limited in size (60 subjects from an upper middle class primarily white Junior high school). Brown found significant differences in attitudes among these three groups on topics such as marijuana, police, school, and teachers.

Austin (1980) reported on the research for effectiveness by looking at exemplary schools, i.e. what seems to make a difference? Of the factors that seem to matter, those that relate to this study are the following:

1. More satisfactory parent-teacher relationships.
2. Teachers more satisfied with opportunities to try new things; they were free to choose teaching techniques in response to individual pupil needs.
3. Strong principal leadership.
4. Levels of expectation for children held by teachers and principal were unusually high.

Resens and Bullock (1979) report a study on the congruity of racial attitudes among black and white students. This study involved 5,800 high school students. Racial attitudes are most similar among students who perceive themselves as middle class, are average academically, and attend racially balanced schools.

Malpass (1953) found little relationship between how students perceived their school and the students' academic achievement.

Hutchinson found that teachers, parents, and students on the White Mountain Apache Reservation perceive school activities quite differently

thus suggesting parental isolation and a lack of communication among the groups. Although students tend to agree with teachers more than with parents, teachers alone feel students are inadequately prepared for post secondary school experiences.

There is a considerable sociological literature that was not explored. Illustrative of this is the study of school SES influences by Alexander and others. These authors report: "Although the absolute importance of school-level SES for all educational outcomes invariably has been modest, the accumulated evidence for its relevance to school productivity is impressive."

Anderson and others went on to say: "Why this is so, however, is neither self-evident nor well-understood." Their study endeavored to sort out the relative significance of (1) school climate, (2) characteristics of peer networks, and (3) the proportions of students enrolled in various curricula. They concluded "...that no simple process of SES school-level influence, over and above that from composition, has a major impact on educational plans formation."

McDill and others have conducted some of the most extensive research on the educational climates of high schools. In the study listed in the bibliography, they: (1) endeavored to identify a number of the dimensions of educational and social climates of high schools, (2) investigated contextual dimensions as these relate to academic performance, and (3) explored sources of climate effects. Their study involved 23 public high schools.

They uncovered six statistically significant dimensions: (1) academic emulation, (2) student perception of intellectualism-estheticism, (3) cohesive and egalitarian estheticism, (4) scientism, (5) humanistic excellence, and (6) an academically oriented student status system---in order of importance.

McDill and others reviewed much of the relevant research as socio-economic influence, formal school properties, and specific community factors such as parental involvement in school operations. One of their findings concerns the importance of parental and community interest in quality education.

In their conclusion, McDill supports the importance of educational and social school environment and then goes on to say: "Of course, none of the studies to date has presented conclusive information on the nature of the academic environment of school which would form the basis for incontrovertible policy prescriptions to school administrators as how to promote particular types of cognitive development in students."

Summary: It is evident from the literature search that the curriculum theory being investigated is just that--a theory. No data were found to indicate there is more agreement between and among parents, teachers, and student in high achieving secondary schools than there is in low achieving secondary schools in their attitudes toward education and schooling. This study investigates that particular thesis (apparently for the first time).

Chapter III reports and analyzes the mean differences in the 53 responses of parents to the MSE Parent Opinion Inventory from 40 high and low achieving Florida High Schools.

BIBLIOGRAPHY

Alexander, Karl L. "School SES Influences--Composition or Context?" *Sociology of Education*, Vol. 52, October, 1979. Pp. 222-237.

Austin, Gilbert R. "Exemplary Schools and the Search for Effectiveness." *EDUCATIONAL LEADERSHIP*, Vol. 37, No. 1, October 1979. Pp. 10-14.

Brown, L. M. "Attitudinal Differences Among Junior High School Students, Teachers and Parents on Topics of Current Interest." *Science Education*, Vol. 59, No. 1, December, 1975. Pp. 467-473.

Bromisky, Stanley Peter. "Parent, Student, Teacher Attitudes Toward School in Schools With and Without Parental Involvement in Curriculum Development." Unpublished Doctoral Dissertation, University of Florida, 1974.

Hand, Harold C. *WHAT PEOPLE THINK ABOUT THEIR SCHOOLS*. New York: World Book Co., 1948.

Hutchinson, Jerry E. "Study on the Fort Apache Perceptions of an Educational Environment." *Journal of American Indian Education*, Vol. 19, No. 1, October, 1979. Pp. 12-18.

McDille, Edward L., Rissby, George C., and Myers, Edward D.. "Educational Climates of High Schools: Their Effects and Sources." Center for Survey of Social Organization of Schools, Johns Hopkins University, Baltimore, 1969. Pp. 16-19. ED030205 EA002328.

Malpass, Leslie F. "Some Relationships Between Students' Perceptions of School and Their Achievement." *Journal of Educational Psychology*, Vol. 44, December, 1953. (Pp. 475-482).

Resens, James; Bullock, Charles. "Construity of Racial Attitudes Among Black and White Students." *Social Science Quarterly*, Vol. 60, N. 3, December 1979. Pp. 511-522.

Tolor, Alexander. "Evaluation of Perceived Teacher Effectiveness." *Journal of Educational Psychology*, Vol. 64, No. 1, February, 1973. Pp. 98-104.

CHAPTER III

ANALYSIS OF THE PARENT DATA

INTRODUCTION

This chapter analyzes the parent data. Initially, each item of the parent inventories for high and low schools is presented. These are contrasted and discussed by category. A t-test of the means is reported for each question.

PARENT OPINION INVENTORY DATA

The Parent Opinion Inventory, Part I, is composed of 53 items. The stated purposes are:

1. To assess parents' attitudes in reference to their school and its programs.
2. To provide parents an opportunity to make specific recommendations for improvement.
3. To provide valuable data for school personnel in the decision-making process...

Since the Parent Inventory is conveniently divided into eleven subscales, data are reported accordingly.

Please note the research design is given in Chapter I hence is not repeated here. In essence, this design allows for the fact that these two samples are extremes in the continuum of achievement for Florida High Schools as measured by the state literacy total school score for 1979.

If a t-test is run on the means below, many will be very significant. This result is due to the large N plus the lack of allowance for the school samples being from extreme ends of the continuum of school achievement. Calculating the t-value using the extreme-groups design allows for this factor and makes it much more difficult to achieve significance. Each t-test is made with an N of 40 schools hence $df = 39$.

With 39 df (because there were 40 schools), significance is reached at value of 2.72 for the .01 level; a t value of 2.02 yields significance at the .05 level.

In the tables the word 'high' represents the high achieving schools and the word 'low' the low achieving schools.

SUBCATEGORY 1: INTRA-STUDENT BODY RELATIONSHIPS. (QUESTIONS 1 AND 2)

Question 1. Students in our school are generally respectful of one another.

- A. Strongly Agree(5)
- B. Agree(4)
- C. Disagree(3)
- D. Strongly Disagree(2)
- E. No Opinion(1)

	Mean	S.D.	N. Cases
High	3.643	0.875	737
Low	3.462	0.927	595
t= 3.61 df = 39 P < .01**			

Question 2. Most students and teachers in our school maintain good working relationships.

	Mean	S.D.	N. Cases
High	3.773	0.777	731
Low	3.656	0.893	588
t= 2.05 df = 39 P < .05*			

It is evident from the above that respect and working relationships are significantly better in the high achieving than the lower achieving schools being at the .01 level for respect and .05 level for working relationships. This is, of course, as these relationships are viewed by the parents.(See Appendix H for Graphs).

The result suggests that one indicator of a good school is the climate of respect and cooperation as it is considered to be by the parents.

SUBCATEGORY 2: SCHOOL INFORMATION SERVICES. (QUESTIONS 3 AND 4).

Question 3. Reports from our school concerning children's progress are adequate.

- A. Strongly Agree(5)
- B. Agree(4)
- C. Disagree(3)
- D. Strongly Disagree(2)
- E. No Opinion(1)

	Mean	S.D.	N. Cases
High	3.750	0.774	731
Low	3.733	0.847	595
t = 0.34	df = 39	P > .05	

Question 4. Parents are informed about educational practices of our school.

	Mean	S.D.	N. Cases
High	3.594	0.824	729
Low	3.668	0.895	596
t = .15	df = 39	P > .05	

Inspection of the above yields somewhere between agree and disagree, but closer to agree. High and low achieving high schools do not seem to differ with respect to how well the parents feel they are informed about the school. (See Appendix H).

SUBCATEGORY 3: PARENT INVOLVEMENT. (QUESTIONS 5, 6, AND 7).

Question 5. The concerns of parents are reflected in decisions made by our school.

- A. Strongly Agree(5)
- B. Agree(4)
- C. Disagree(3)
- D. Strongly Disagree(2)
- E. No Opinion(1)

	Mean	S.D.	N. Cases
High	3.162	1.156	730
Low	3.245	1.115	591
t = -.62	df = 39	P > .05	

Question 6. Our community is actively involved in operating the school.

	Mean	S.D.	N. Cases
High	3.203	1.124	725
Low	3.147	1.078	597
t = .03	df = 39	P > .05	

Question 7. If given the opportunity, I would become more involved in our school's affairs.

	Mean	S.D.	N. Cases
High	3.336	1.163	720
Low	3.441	1.229	590
t = -.74	df = 39	P > .05	

It is evident from the above that parents are clearly aware they are NOT involved in school affairs. Nor is there difference in parent involvement in high and low achieving schools...at least as perceived by the parents.

It is surprising to me to note that even were parents proffered the opportunity to become more involved in school affairs, most would not choose to do so.

SUBCATEGORY 4: EDUCATIONAL OBJECTIVES. (QUESTIONS 8-18).

Question 8. Our school is helping to prepare children to cope with a rapidly changing society.

- A. Strongly Agree(5)
- B. Agree(4)
- C. Disagree(3)
- D. Strongly Disagree(2)
- E. No Opinion(1)

	Mean	S.D.	N. Cases
High	3.391	1.062	723
Low	3.543	1.058	598
$t = -1.26 \quad df = 39 \quad P > .05$			

Question 9. Our school is helping to teach children to be responsible citizens.

	Mean	S.D.	N. Cases
High	3.623	0.901	725
Low	3.703	0.937	596
$t = -0.74 \quad df = 39 \quad P > .05$			

Question 10. Our school is helping children to understand world problems.

	Mean	S.D.	N. Cases
High	3.575	0.974	729
Low	3.610	1.028	592
$t = -0.60 \quad df = 39 \quad P > .05$			

Question 11. Our school is doing a good job in teaching children the basic skills. (math, science, reading).

	Mean	S.D.	N. Cases
High	3.882	0.792	727
Low	3.818	0.947	592
$t = 0.73 \quad df = 39 \quad P > .05$			

Question 12. Our school is doing an adequate job of helping my children understand their moral and ethical responsibilities.

	Mean	S.D.	N. Cases
High	3.363	1.011	725
Low	3.474	1.052	587
$t = -0.90 \quad df = 39 \quad P > .05$			

Question 13. Our school's program helps children to understand and get along with other people.

	Mean	S.D.	N. Cases
High	3.400	1.047	723
Low	3.400	1.057	591
$t = -1.14 \quad df = 39 \quad P > .05$			

Question 14. The physical education program at our school offers a wide variety of good activities.

	Mean	S.D.	N. Cases
High	3.867	0.939	731
Low	3.826	0.973	591
$t = -1.27 \quad df = 39 \quad P > .05$			

Question 15. Health Classes at our school include adequate attention to mental health as well as physical health.

	Mean	S.D.	N. Cases
High	2.705	1.372	726
Low	3.071	1.342	592
$t = -1.73 \quad df = 39 \quad P > .05$			

Question 16. Our school places the right amount of emphasis on teaching children to understand and appreciate the cultural diversity in our community.

	Mean	S.D.	N. Cases
High	3.001	1.260	729
Low	3.065	1.249	589
$t = -1.06 \quad df = 39 \quad P > .05$			

Question 17. Our school is placing the right emphasis on the teaching of history.

	Mean	S.D.	N. Cases
High	3.464	1.143	728
Low	3.375	1.212	592
$t = 0.54 \quad df = 39 \quad P > .05$			

Question 18. The curriculum in our school is adequate for students planning to continue their education beyond high school graduation.

	Mean	S.D.	N. Cases
High	3.873	0.956	739
Low	3.680	0.999	594
$t = 0.07 \quad df = 39 \quad P > .05$			

Parents of children in both high and low achieving schools did not differ significantly in their opinion of how well the schools are accomplishing various goals. Of their responses the most positive concerned the teaching of basic skills (No. 11 with 3.8 each). THIS IS A VERY POSITIVE RESPONSE CONSIDERING HOW NEGATIVELY PARENTS ARE PURPORTED TO FEEL ABOUT THIS. Is it possible the media have overstated parental distress with schools?

Almost as positive as basic skills was parents' view of their physical education program and the adequacy of the curriculum as preparation for post high school. (Q. 14 and Q. 18).

Most negative was the adequacy of health programs (Q. 15) and emphasis on enabling students understand and appreciate cultural diversity. (Q. 16).

It is surprising to me to note that the lower achieving schools tend to be the most positive on their perception of how well the schools are accomplishing their goals. Could it be these parents are not well informed? I say this because so much of present high school preparation is weighted towards college entrance. In any event, eight of the ten correlations were negative and one about zero. Curriculum theorists may need to take another look at their criticisms of secondary schools for the non-college bound.

SUBCATEGORY 5: INTRA-SCHOOL PROBLEMS. (QUESTIONS 19-26).

- A. Strongly Agree(5)
- B. Agree(4)
- C. Disagree(3)
- D. Strongly Disagree(2)
- E. No Opinion(1)

Question 19. Discipline in our school should be more strict.

	Mean	S.D.	N. Cases
High	3.544	1.150	731
Low	3.709	1.223	592
$t = -0.94 \quad df = 39 \quad P < .05$			

Question 20. The use of drugs in our school is not a serious problem.

	Mean	S.D.	N. Cases
High	2.826	1.018	736
Low	2.777	1.112	593
$t = 0.68 \quad df = 39 \quad P > .05$			

Question 21. Theft is not a serious problem in our school.

	Mean	S.D.	N. Cases
High	2.962	1.063	735
Low	2.818	1.057	592
$t = 0.54 \quad df = 39 \quad P > .05$			

Question 22. Cheating is not a problem in our school.

	Mean	S.D.	N. Cases
High	2.621	1.102	734
Low	2.675	1.127	591
$t = -0.84 \quad df = 39 \quad P > .05$			

Question 23. Vandalism is not a serious problem at our school.

	Mean	S.D.	N. Cases
High	3.171	1.098	732
Low	2.964	1.127	590
$t = 0.57 \quad df = 39 \quad P > .05$			

Question 24. Outsiders do not pose a threat to students in our school.

	Mean	S.D.	N. Cases
High	3.320	1.245	732
Low	3.079	1.221	592
$t = 2.03 \quad df = 39 \quad P < .05$			

Question 25. Student absenteeism is not a problem at our school.

	Mean	S.D.	N. Cases
High	2.805	1.229	733
Low	2.733	1.143	592
$t = 0.77 \quad df = 39 \quad P > .05$			

Question 26. Teachers in our school do not feel physically threatened by students.

	Mean	S.D.	N. Cases
High	3.437	1.323	732
Low	3.120	1.312	593
$t = 1.81$	$df = 39$	$P > .05$	

With respect to intra-school problems as discipline, drugs, outsiders, theft, cheating, vandalism, tardiness, etc., only one item separated the attitudes of the two groups of parents, i.e. No. 24 concerning outsiders. While perceived as a threat to both parent groups, outsiders apparently pose the greatest threat in lower achieving schools.

Parents in both schools are about evenly split about whether discipline should be more or less strict although low schools felt somewhat more strongly that it should be more strict than it is.

Apparently cheating is felt to be the most serious problem with drugs running it a close second. (Nos. 21 and 20).

In summary, one cannot say that any of the intra-school problems about which parents were queried are perceived as more severe in low schools than in high with the exception of threat by outsiders.

SUBCATEGORY 6: SCHOOL PROGRAM FACTORS. (QUESTIONS 27-33).

- A. Strongly Agree(5)
- B. Agree(4)
- C. Disagree(3)
- D. Strongly Disagree(2)
- E. No. Opinion(1)

Question 27. The total educational program offered in our school is of high quality.

	Mean	S.D.	N. Cases
High	3.736	0.999	730
Low	3.798	1.079	593
$t = 1.19 \quad df = 39 \quad P > .05$			

Question 28. Our school is doing a good job of providing children with the opportunity to reach full potential.

	Mean	S.D.	N. Cases
High	3.611	0.988	730
Low	3.462	1.124	591
$t = 0.07 \quad df = 39 \quad P > .05$			

Question 29. Our teachers are generally highly competent.

	Mean	S.D.	N. Cases
High	3.557	1.036	729
Low	3.386	1.161	586
$t = 0.38 \quad df = 39 \quad P > .05$			

Question 30. Our teachers place the right amount of emphasis on developing critical thinking skills. (problem-solving, analyzing).

	Mean	S.D.	N. Cases
High	3.287	1.161	732
Low	3.246	1.209	590
t = 0.0	df = 39	P > .05	

Question 31. Proper emphasis is placed on marks and grades in our school.

	Mean	S.D.	N. Cases
High	3.582	1.012	732
Low	3.524	1.032	590
t = -0.21	df = 39	P > .05	

Question 32. The total number and type of course offerings in our school is adequate.

	Mean	S.D.	N. Cases
High	3.743	0.842	739
Low	3.525	0.997	587
t = 0.01	df = 39	P > .05	

Question 33. Class periods are long enough to suit the needs of the different courses at our school.

	Mean	S.D.	N. Cases
High	3.785	0.954	735
Low	3.797	0.972	591
$t = -0.54 \quad df = 39 \quad P > .05$			

There were no significant differences between the parent groups in high and low achieving schools on school program factors such as teacher competence, grading, breadth of course offerings, and emphasis on critical thinking.

The most positive response in this category concerned quality of school offerings (Q. 27). Here parents of high achieving schools felt somewhat more positive than the other parents.

Overall, however, the responses cannot be considered very positive. That is, the averages hover somewhere between agree and disagree. It would appear in view of the mixed findings that there is considerable diversity of opinion on school program factors, i.e. rather evenly split between agree (positive) and disagree (negative).

SUBCATEGORY 7: INNOVATIVE PROGRAMS. (QUESTIONS 34-35).

- A. Strongly Agree(5)
- B. Agree(4)
- C. Disagree(3)
- D. Strongly Disagree(2)
- E. No Opinion(1)

Question 34. The amount or extent of educational change in our school is about right.

	Mean	S.D.	N. Cases
High	3.143	1.259	732
Low	3.009	1.337	579
$t = -0.22 \quad df = 39 \quad P > .05$			

Question 35. More imaginative learning programs are needed in our school.

	Mean	S.D.	N. Cases
High	3.177	1.237	734
Low	3.388	1.320	590
$t = -1.80 \quad df = 39 \quad P > .05$			

Responses to Questions 34 and 35 may be somewhat contradictory. Both groups disagree that the amount of change is about right. On the other hand they do not want more imaginative learning programs feeling, apparently, that there are enough. Put together, these responses suggest the public may feel there is too much innovation and change. That is, as Question 34 is worded, parents may be saying there is too much change rather than too little. How else account for this discrepancy in the two items?

In any event, the two groups did not differ significantly on these questions. The two groups did disagree on direction, i.e. the correlations are negative. This suggests the parents in low achieving schools want somewhat more imaginative programs than the high--again not significant.

SUBCATEGORY 8: STUDENT ACTIVITIES. (QUESTIONS 36-39).

Question 36. The student activities program is sufficient to meet the needs of children.

	Mean	S.D.	N. Cases
High	3.667	0.988	733
Low	3.502	1.052	592
T = 1.14 df = 39 P > .05			

Question 37. Acceptable emphasis is placed on the social development of children.

	Mean	S.D.	N. Cases
High	3.301	1.134	728
Low	3.263	1.166	586
t = 0.19 df = 39 P > .05			

Question 38. Students in our school participate in planning student activities.

	Mean	S.D.	N. Cases
High	3.497	1.160	732
Low	3.447	1.133	586
t = 0.32 df = 39 P > .05			

Question 39. Student participation in school activities is an important aspect of education at our school

	Mean	S.D.	N. Cases
Mean	3.784	1.054	726
Low	3.795	1.040	589
$t = -0.07 \quad df = 39 \quad P > .05$			

Parent groups did not differ on the opinions of the student activity programs. In fact, responses were virtually identical. Most see student activities as an important aspect of education. (Q. 39).

Parents are less sure that there are sufficient student activities to meet student needs. (Q. 36). Parents are even less sure students are involved in planning student activities. (Q. 38).

The most negative of the four items in this category was Question 37 having to do with social development. Apparently, both groups of parents agree that adequate emphasis on social development in the schools is lacking.

SUBCATEGORY 9: SUPPORT SERVICES. (QUESTIONS 40-42).

Question 40. Services provided by our school's counseling and guidance services are supportive of my child's present needs and future aspirations.

	Mean	S.D.	N. Cases
High	3.390	1.096	734
Low	3.591	1.118	587
$t = -2.52 \quad df = 39 \quad P < .05\%$			

Question 41. School health programs in our school (sight and hearing testing, health counseling) are adequate.

	Mean	S.D.	N. Cases
High	2.873	1.238	730
Low	3.190	1.160	585
$t = -0.78 \quad df = 39 \quad P = .05$			

Question 42. My child's teachers require use of our school library for supplementary study and work.

	Mean	S.D.	N. Cases
High	3.381	1.102	727
Low	3.482	1.096	587
$t = -1.02 \quad df = 39 \quad P > .05$			

One of the few items parents have differed on in a statistically significant sense is No. 40. Low achieving schools are far more pleased with health services than high achieving schools. Could this be because their aspirations are lower or is it because these schools do indeed receive a higher proportion of such guidance and counseling services?

While not statistically significant, parents in low achieving schools also were more pleased with guidance services and use of the library than the other parents. Even so their responses fall short of being a high grade.

SUBCATEGORY 10: AUXILIARY SERVICES. (QUESTIONS 43-46).

- A. Strongly Agree(5)
- B. Agree(4)
- C. Disagree(3)
- D. Strongly Disagree(2)
- E. No Opinion(1)

Question 43. Transportation services provided by our school meet the needs of the majority of children.

	Mean	S.D.	N. Cases
High	3.771	0.933	735
Low	3.795	0.932	594
t = 0.03 df = 39 P > .05			

Question 44. My child enjoys school lunches.

	Mean	S.D.	N. Cases
High	2.886	1.035	731
Low	2.873	1.055	592
t = -1.29 df = 39 P > .05			

Question 45. Our school's lunch program offers a nutritional menu.

	Mean	S.D.	N. Cases
High	4.141	1.272	733
Low	3.253	1.249	590
t = -0.99 df = 39 P > .05			

Question 46. Our school is well maintained.

	Mean	S.D.	N. Cases
High	3.736	0.914	728
Low	3.512	1.074	586
$t = 0.61 \quad df = 39 \quad P > .05$			

While the two groups did not differ significantly, there are some interesting aspects to their responses. For example, according to parents, the students do not enjoy school lunches. (Q. 44). Yet, while this is so, responses to No. 45 reveal high achieving school parents are more pleased with the lunches' being nutritional than are the low parents. Why such a response was made is puzzling unless nutritional is being equated with enjoyable by parents from the low achieving schools.

Otherwise responses to adequacy of auxiliary services were very similar--neither very good nor very bad.

SUBCATEGORY 11: GENERAL PSYCHOLOGICAL CLIMATE. (QUESTIONS 47-53).

Question 47. My child looks forward to going to school each day.

	Mean	S.D.	N. Cases
High	3.640	1.000	726
Low	3.646	1.071	587
$t = -0.64 \quad df = 39 \quad P > .05$			

Question 48. The morale of students in our school is good.

	Mean	S.D.	N. Cases
High	3.569	1.049	721
Low	3.268	1.146	583
$t = 1.75 \quad df = 39 \quad P > .05$			

Question 49. It is easy to make appointments to see teachers.

	Mean	S.D.	N. Cases
High	3.501	1.224	729
Low	3.668	1.040	585
$t = -0.45 \quad df = 39 \quad P > .05$			

Question 50. It is easy to make appointments with the administrators in our school.

	Mean	S.D.	N. Cases
High	3.274	1.368	723
Low	3.474	1.200	584
$t = -0.73 \quad df = 39 \quad P > .05$			

Question 51. Teachers in our school are concerned about my child as an individual.

	Mean	S.D.	N. Cases
High	3.339	1.169	719
Low	3.442	1.161	581
$t = -0.63 \quad df = 39 \quad P > .05$			

Question 52. My child receives the personal attention from the school in such matters as help in class and selecting courses.

	Mean	S.D.	N. Cases
High	3.606	0.928	728
Low	3.563	1.045	581
$t = 0.68 \quad df = 39 \quad P > .05$			

Question 53. School rules and regulations affecting students in our school are reasonable.

	Mean	S.D.	N. Cases
High	3.890	0.746	735
Low	3.752	0.923	593
$t = 0.55 \quad df = 39 \quad P > .05$			

Regarding the general psychological climate, none of the factors as school enjoyment, teacher concern about students as individuals, extent of personal attention or reasonableness of school rules seemed to differentiate the high achieving and low achieving schools--at least insofar as parents perceived these factors.

The most marked difference in responses concerned school morale (Q. 48). Apparently it is somewhat higher at the higher achieving schools than it is at the lower achieving schools.

Overall, one cannot say the school received high grades on ease of making appointments with teachers or administrators (Q. 49 and Q. 50), the concern by teachers about children as individuals (Q. 51) or school morale.

Parents were most positive about the reasonableness of school rules and regulations.....a response I suspect will be at variance with student opinion.

SUMMARY OF PARENT RESPONSES

What then can we say about parent attitudes? Do they differ in 'good' schools from 'bad' schools? If they do differ, how do they differ?

First, except for Questions 1, 2, 24, and 40, none were significant. With 53 items it is not improbable this could have occurred by chance. In fact between two and three response sets (by chance) would be significant at the .05 level. Thus, one has to conclude no major differences in the perceptions by the parents of their schools. THE FLORIDA STATE LITERACY TEST IS NOT A SIGNIFICANT CRITERION OF SCHOOL QUALITY OR THE LACK OF IT IN THE EYES OF THE PARENTS!

Second, about half of the Questions (27 out of 53) were answered more positively by low achieving schools than high achieving schools. This too is what one would get by chance.

Third, the correlation between the mean responses of the 40 schools on the 53 items is an incredibly high 0.88 with a standard error of .03. This documents that the PATTERN of responses between the two groups was virtually identical!

Fourth, when sorted, the most positive responses of parents from the high achieving schools were questions 53, 11, 18, 14, and 33 in that order. The most positive responses from the parents in the low achieving schools were 14, 11, 33, 39, and 43 in that order. It is evident here to that the two groups were virtually identical; items 11, 14, and 33 being in each. The others were in the top ten in each.

Fifth, when sorted, the most negative responses from high parents were questions 41, 20, 25, 15, and 22 (22 being the lowest). From low parents the questions were 44, 21, 20, 25, and 22. Here we have items 20, 25, and 22 in both.

IN SHORT, IT MUST BE CONCLUDED, BASED ON THIS STUDY, THAT PARENTS JUST DO NOT DISCRIMINATE BETWEEN HIGH AND LOW ACHIEVING SECONDARY SCHOOLS IN FLORIDA, AT LEAST INSOFAR AS THE COGNITIVE SKILLS OF THE STUDENTS ARE CONCERNED AS MEASURED BY THE FLORIDA STATE BASIC LITERACY TEST SCORES FOR 1978-1979. Reasons for this must be left up to the reader to conjecture.

Note: In interpreting the graphs please observe the returns from high achieving groups were larger than from the low. Hence the graphs should show some separation (essentially uniform) if responses are the same. It is when the lower achieving graph rises TO or even ABOVE the higher achieving graph that differences are apt to be significant.

Also, please observe there has been no attempt to interpret the positive or negative nature of the responses. That is, even though

attitudes may indicate a bad situation in the schools, this is not necessarily pointed out in this study.

CHAPTER IV

ANALYSIS OF THE TEACHER DATA

INTRODUCTION

This chapter analyzes the teacher data. Each item is presented in one of five categories. For example, the first category ORGANIZATION AND ADMINISTRATION, contains items 1-11. Analysis of the tabular data follows the presentation of all tables.

TEACHER OPINION INVENTORY DATA

The Teacher Opinion Inventory, Part I, is composed of 64 items. The stated purposes are:

1. To assess teacher opinion toward many facets of the school.
2. To provide teacher recommendations for improvement.
3. To provide valuable data for the school administrator to guide in decision making relative to program development, policy formulation, administrative organization, faculty development, and community relations.

SUBCATEGORY 1: ORGANIZATION AND ADMINISTRATION. (QUESTIONS 1-11).

Note: To save space, when several items have the same options, these options are only given under the first question.

Question 1. How often are teachers in your school involved in the development of school policies which affect their work?

- A. Always(5)
- B. Usually(4)
- C. About Half the Time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	3.151	1.008	873
Low	2.976	1.033	736
t = 0.50 df = 39 P > .05			

Question 2. When you need to talk to an administrator, can you do so with relative ease?

	Mean	S.D.	N. Cases
High	4.166	0.816	881
Low	4.004	0.986	742
$t = 0.55 \quad df = 39 \quad P > .05$			

Question 3. Is the faculty work load in this school equitably divided?

	Mean	S.D.	N. Cases
High	3.563	0.853	881
Low	3.430	0.937	737
$t = 0.55 \quad df = 39 \quad P > .05$			

Question 4. All things considered, what is your opinion about the necessity of class interruptions?

- A. All are necessary(5)
- B. Most are necessary(4)
- C. About half are necessary(3)
- D. Seldom are necessary(2)
- E. Never necessary(1)

	Mean	S.D.	N. Cases
High	3.248	0.833	882
Low	3.049	0.875	741
$t = 1.21 \quad df = 39 \quad P > .05$			

Question 5. How often are teachers involved in the selection of what will be included in the in-service program in your building?

- A. Always(5)
- B. Most of the time(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	3.306	1.130	853
Low	3.332	1.107	734
t = 0.56 df = 39 P > .05			

Question 6. What is your assessment of the inservice education program in your building?

- A. Always helpful(5)
- B. Usually helpful(4)
- C. Helpful about half the time(3)
- D. Seldom helpful(2)
- E. Never helpful(1)

	Mean	S.D.	N. Cases
High	3.103	0.989	835
Low	3.112	1.005	726
t = -0.47 df = 39 P > .05			

Question 7. Do the special conferences and/or workshops scheduled by the district help you?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	2.927	1.009	861
Low	3.000	1.052	728
$t = -1.07 \quad df = 39 \quad P > .05$			

Question 8. What is your opinion about the value of faculty meetings?

- A. Always helpful(5)
- B. Usually helpful(4)
- C. Helpful about half the time(3)
- D. Seldom helpful(2)
- E. Never helpful(1)

	Mean	S.D.	N. Cases
High	3.567	0.862	882
Low	3.314	0.972	739
$t = 1.12 \quad df = 39 \quad P > .05$			

Question 9. Does committee work contribute to the school's effectiveness?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	3.400	0.970	864
Low	3.250	1.048	731
$t = 0.40 \quad df = 39 \quad P > .05$			

Question 10. What is your general feeling about the way you are treated by the administration?

- A. Very satisfied(5)
- B. Satisfied(4)
- C. Neither satisfied nor dissatisfied(3)
- D. Dissatisfied(2)
- E. Very dissatisfied(1)

	Mean	S.D.	N. Cases
High	4.068	0.954	879
Low	3.804	1.072	738
t = 0.93 df = 39 P > .05			

Question 11. Do you think class visitations by your principal/supervisor are supportive of your efforts to improve instruction?

- A. Always(5)
- B. Most of the time(4)
- C. About half the time(3)
- D. Rarely(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	3.678	1.213	860
Low	3.632	1.184	731
t = -0.06 df = 39 P > .05			

There were no statistically significant differences in organization and administration of high and low achieving schools as perceived by the respective faculties. Both groups see themselves as involved in the development of school policies about half the time. (Q. 1). Both are usually able to see an administrator when they wish. (Q. 2).

The faculty work load is seen by both to be equitably divided somewhere between usually and half the time. (Q. 3). This would suggest some work is needed here in both schools.

Apparently both groups see too many class interruptions, i.e. only

only about half are seen as necessary. (Q. 4).

The most negative comment was that special conferences and workshops scheduled for the district are helpful only about half the time. (Q. 7). That such inservice education programs are viewed as effective only about half the time is cause for concern.

The second most negative comment by both groups concerned 'in the building' in-service. (Q. 6). Perhaps one reason for dissatisfaction by both groups is that faculty are involved in selection of inservice programs only about half the time. (Q. 5).

Faculty meetings tend to be viewed as slightly more helpful in the higher achieving schools; helpful only about half the time in the lower schools; but difference is not significant. (Q. 8).

Committee work is not viewed very positively by either faculty and less so by faculty of lower achieving schools. (Q. 9).

Faculty are satisfied with their treatment by their administration--somewhat more satisfied in the higher achieving than the low achieving schools.

Supervisor/principal class visitations are supportive somewhat more than half the time. (Q. 11).

In summary, some needed improvements are apparent in involvement of faculty in decision making, involvement in selection of inservice education needs, and improvement in the quality of the inservice education delivered. However, not one of the organizational administrative questions distinguished high achieving from low achieving florida secondary schools.

The hypothesis from curriculum theory that internal participation is a crucial element in good schools may be true. HOWEVER, FACULTY DO NOT DIFFER IN THEIR FEELINGS ABOUT THIS IN GOOD AND POOR SCHOOLS AS DETERMINED BY THE FLORIDA STATE LITERACY TEST AS A CRITERION.

SUBCATEGORY 2: CURRICULUM AND INSTRUCTION. (QUESTIONS 12-27).

Question 12. All things considered, how much do you think students are learning from their school experiences?

- A. All they can learn(5)
- B. Almost all they can learn(4)
- C. About half of what they can learn(3)
- D. Somewhat less than they can learn(2)
- E. Considerably less than they can learn(1)

	Mean	S.D.	N. Cases
High	3.062	0.848	877
Low	2.678	0.953	743
t = 2.93 df = 39 P < .01*			

Question 13. How much of what students are studying do you think will be useful to them in everyday life?

- A. All they are studying(5)
- B. Most of what they are studying(4)
- C. About half of what they are studying(3)
- D. Less than half of what they are studying(2)
- E. Very little of what they are studying(1)

	Mean	S.D.	N. Cases
High	3.490	0.731	879
Low	3.428	0.839	739
t = 1.17 df = 39 P > .05			

Question 14. How many of the things that students should be learning are taught in your school?

- A. All(5)
- B. Most(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	3.741	0.581	878
Low	3.636	0.685	740
t = 2.05 df = 39 P < .05*			

Question 15. How many of your students do you think do enough individual work (whether in or out of class) to learn what you teach?

	Mean	S.D.	N. Cases
High	2.991	0.781	874
Low	2.596	0.768	736
t = 6.32 df = 39 P < .01*			

Question 16. How much help do you think teachers give students with their school work?

- A. All the help they need(5)
- B. Most of the help they need(4)
- C. About half the help they need(3)
- D. A little of the help they need(2)
- E. None of the help they need(1)

	Mean	S.D.	N. Cases
High	3.855	0.605	877
Low	3.780	0.690	738
t = 0.89 df = 39 P > .05			

Question 17. How many teachers in your school are willing to give students individual help outside of class time?

- A. All(5)
- B. Most(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	3.692	0.765	878
Low	3.367	0.885	730
$t = 1.95 \quad df = 39 \quad P > .05$			

Question 18. How many teachers in your school give enough personal encouragement to students in their schoolwork?

	Mean	S.D.	N. Cases
High	3.662	0.643	876
Low	3.509	0.737	731
$t = 0.90 \quad df = 39 \quad P > .05$			

Question 19. Are teachers allowed enough freedom in the selection of teaching materials?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	3.842	0.782	880
Low	3.707	0.882	738
t = 1.00 df = 39 P > .05			

Question 20. Are teachers allowed enough freedom in the selection of effective teaching methods?

	Mean	S.D.	N. Cases
High	4.162	0.610	881
Low	3.966	0.729	738
t = 2.93 df = 39 P < .01*			

Question 21. Are teachers allowed enough freedom in presenting different points of view on controversial issues?

	Mean	S.D.	N. Cases
High	3.850	0.782	873
Low	3.643	0.893	728
t = 1.62 df = 39 P > .05			

Question 22. Is the number of instructional periods you teach appropriate?

	Mean	S.D.	N. Cases
High	4.112	0.864	873
Low	4.058	0.975	725
t = -0.27 df = 39 P > .05			

Question 23. Is the number of instructional periods other teachers teach appropriate?

	Mean	S.D.	N. Cases
High	3.963	0.710	871
Low	3.875	0.929	721
t = 0.10 df = 39 P > .05			

Question 24. Are teachers provided the right amount of time to prepare adequately for teaching?

	Mean	S.D.	N. Cases
High	3.352	1.176	877
Low	3.298	1.228	735
t = -0.07 df = 39 P > .05			

Question 25. What is your estimate of the number of students who participate in as many school activities as they should?

- A. All(5)
- B. Most(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	2.999	0.712	872
Low	2.738	0.741	732
$t = 2.12 \quad df = 39 \quad P < .05$			

Question 26. How would you rate the adequacy of the variety and number of activities your school offers?

- A. Excellent(5)
- B. Good(4)
- C. Adequate(3)
- D. Poor(2)
- E. Very poor(1)

	Mean	S.D.	N. Cases
High	3.934	0.926	876
Low	3.436	0.948	736
$t = 1.32 \quad df = 39 \quad P > .05$			

Question 27. In your estimate, how many students are handicapped by the amount of money required to participate in school activities?

- A. All(5)
- B. Most(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	2.317	0.660	877
Low	2.616	0.844	734
$t = -3.51 \quad df = 39 \quad P < .018$			

Questions 12-27 concerned curriculum and instruction. Of these 16 items, Questions 12, 14, 15, 20, 25, and 27 were statistically significant.

Question 12 indicates students in high achieving schools learn about half of what they can learn while the lower achieving students learn considerably less than half of what they can learn—at least as viewed by faculty. This is not surprising in view of the study's initial criterion for school selection, i.e. achievement in basic skills.

Question 13, surprisingly enough, reveals teachers in both high and low achieving schools think students are studying much material that will not be useful to them in later life. Evidently, if teachers had their way both curriculums would undergo change in the direction of more functional material for later life.

Question 14 reinforced question 13 by indicating only somewhat more than half the things the students are studying should be taught in school. The faculty felt most positive about what the students in the higher achieving schools are studying, but even here faculty had reservations. Even so, this item discriminates at the .05 level with the curriculum most appropriate in the high achieving schools.

Question 15 ($P < .01$) revealed two significant factors: (1) both groups of students are doing less than half the individual work they should be doing to learn what is being taught and (2) absence of effort is most characteristic of the students in the lower achieving schools.

In Question 16, it is evident in the higher achieving schools

teachers feel they give students most, but not quite all the help they need. They are aware, in the lower achieving schools, that students are receiving only somewhat more than half the help they need. However, the item does not discriminate.

Question 17 reveals teachers are considerably less willing to give help to students in low achieving schools OUTSIDE of class than to high achievers. ($t = 1.96$). Apparently slightly more than half the faculty in the low schools and somewhat over half in the high are willing to give such outside individual assistance.

Faculty in the two schools apparently don't differ significantly in the amount of personal encouragement they give. (Q. 18). However, slightly more encouragement is given by faculty in the higher achieving schools although even here more encouragement is needed.

Somewhere between half and most of the faculties feel they have enough freedom in selecting materials. (Q. 19). There is apparently somewhat more freedom in higher achieving schools although not significantly so.

In Question 20, both faculties revealed freedom in selecting teaching methods usually or always. That is, there is more freedom in deciding HOW to teach than in deciding WHAT to teach. (See Q. 21).

Neither group is given enough freedom in that only somewhat more than half felt they need to present different points of view on controversial issues. There is more freedom in the higher achieving schools to do this than in the lower achieving schools. (Q. 21).

Both faculties feel their teaching loads are satisfactory. (Q. 22). They were slightly less positive that other teachers loads are satisfactory (Q. 23), but even here they felt this to be the case well more than half the time. In view of the commonly heard complaint about heavy teaching loads this finding is surprising.

It is clear (Q. 24) that teachers in both faculties feel more time for preparation is needed. This is felt most strongly in the lower achieving schools, but not to a statistically significant extent.

Teachers in high achieving schools feel only about half the students who should participate in many school activities do so (Q. 25). The situation is far worse in the low achieving schools with somewhere between few and half participating. ($P < .05$). This is strong evidence that students in lower achieving schools are not nearly as involved in school activities as students are in the higher achieving schools.

The variety of activities is rated between adequate and good in both faculties but somewhat more positively in the higher achieving schools. (Q. 26).

Question 27 revealed at the .01 level of significance that students in the lower achieving schools are handicapped by the money required to participate in school activities. This suggests that in a number of

respects schools are not free and that participation is a function of socio-economic level, at least in part.

Overall, the differences in faculty attitude suggest students in low achieving schools are not learning what they should from their school experiences (Q. 12); are studying much that will not be useful to them in everyday life (Q. 14); do not do enough individual work (Q. 15); students need to participate more in school activities (Q. 25); and many students are handicapped in participating by lack of money (Q. 27). Faculty in high achieving schools feel they need more freedom in selecting teaching methods (Q. 20).

**SUBCATEGORY 3: STUDENT DISCIPLINE, COUNSELING, AND ADVISEMENT.
(QUESTIONS 28-38).**

Question 28. What is your estimate of how many students feel they 'belong' in this school?

- A. All(5)
- B. Most(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	3.621	0.616	878
Low	3.470	0.727	738
t = 2.08	df = 39	P < .05*	

Question 29. How satisfied or dissatisfied are you with the consistency by which teachers handle discipline in your school?

- A. Very satisfied(5)
- B. Satisfied(4)
- C. Neither satisfied nor dissatisfied(3)
- D. Dissatisfied(2)
- E. Very dissatisfied(1)

	Mean	S.D.	N. Cases
High	3.251	0.954	878
Low	2.901	1.033	736
t = 1.57	df = 39	P > .05	

Question 30. Are you satisfied or dissatisfied with the way the administration includes students in making decisions about matters which directly affect discipline (dress codes, school rules, assemblies, etc.)

	Mean	S.D.	N. Cases
High	3.469	0.891	680
Low	3.354	0.900	735
t = 1.27	df = 39	P > .05	

Question 31. When you have a disciplinary problem what help can you expect from the administrators?

- A. All the help I need(5)
- B. Most of the help I need(4)
- C. About half the help I need(3)
- D. Little of the help I need(2)
- E. None of the help I need(1)

	Mean	S.D.	N. Cases
High	4.123	0.845	879
Low	3.866	0.946	738
t = 0.58	df = 39	P > .05	

Question 32. Are you satisfied or dissatisfied with the way students are treated by counselors?

- A. Very satisfied(5)
- B. Satisfied(4)
- C. Neither satisfied nor dissatisfied(3)
- D. Dissatisfied(2)
- E. Very dissatisfied(1)

	Mean	S.D.	N. Cases
High	3.509	0.980	875
Low	3.348	1.124	736
t = 0.16	df = 39	P > .05	

Question 33. Are you satisfied or dissatisfied with the way students are treated by administrators?

	Mean	S.D.	N. Cases
High	3.795	0.838	879
Low	3.601	0.951	732
t = 0.43 df = 39 P > .05			

Question 34. Are you satisfied or dissatisfied with the way students are treated by teachers?

	Mean	S.D.	N. Cases
High	3.774	0.679	881
Low	3.565	0.779	738
t = 1.01 df = 39 P > .05			

Question 35. How much help does the school give students in solving personal problems?

- A. All the help they need(5)
- B. Most of the help they need(4)
- C. About half of the help they need(3)
- D. Little of the help they need(2)
- E. None of the help they need(1)

	Mean	S.D.	N. Cases
High	3.231	0.846	874
Low	3.099	0.949	726
t = 0.48 df = 39 P > .05			

Question 36. How much help does the school give students in the selection of courses?

	Mean	S.D.	N. Cases
High	3.833	0.807	881
Low	3.713	0.916	736
$t = 0.94 \quad df = 39 \quad P > .05$			

Question 37. How much help does the school give students in the selection of a college, vocational or trade school?

	Mean	S.D.	N. Cases
High	3.730	0.791	880
Low	3.607	0.924	732
$t = 0.48 \quad df = 39 \quad P > .05$			

Question 38. How much help does the school give students in the selection of a vocation?

	Mean	S.D.	N. Cases
High	3.416	0.872	876
Low	3.324	0.958	729
$t = 0.07 \quad df = 39 \quad P > .05$			

In this section having to do with discipline, counseling, and advisement of students, the attitudes of the two teacher groups did not differ significantly except for only one item. The students in the lower achieving schools were perceived by faculty as not belonging ($P < .05$, Q. 28). This is not surprising if one stops to think because secondary school curriculum is still primarily designed for the high cognitive, college preparatory student.

Despite lack of statistical significance, examination of the means in the tables reveals that ALL ELEVEN of the mean responses of teachers in the high achieving schools were more positive than those in the low achieving schools; this is extremely unlikely to happen by chance.

The most negative item concerned handling of school discipline (Q. 29). Faculty in low achieving schools tended to be slightly dissatisfied while those in higher achieving schools were neither satisfied nor dissatisfied.

The second most negatively checked question indicated students in both high and low achieving schools receive only slightly more than half the assistance they need in solving personal problems. (Q. 35). This would suggest either absence of adequate counseling staff or counselors who are not as sensitive to personal needs as faculty think they should be.

Overall, faculty ratings of student discipline, counseling, and advisement yield neither extremely high nor extremely low ratings. Apparently, there is room for improvement on these factors in both high and low achieving Florida high schools.

SUBCATEGORY 4: SCHOOL COMMUNITY RELATIONS. (QUESTIONS 39-43).

Question 39. Do you welcome parental visits to your classes?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	4.142	1.064	866
Low	4.317	0.937	725
t = -2.41 df = 39 P < .018			

Question 40. How well acquainted are you with the parents of your students?

- A. Know all of them(5)
- B. Know most of them(4)
- C. Know about half of them(3)
- D. Know very few of them(2)
- E. Know none of them(1)

	Mean	S.D.	N. Cases
High	2.437	0.805	881
Low	2.345	0.760	736
t = 1.21 df = 39 P > .05			

Question 41. What is your estimate of the status of teachers in your community?

- A. Excellent(5)
- B. Good(4)
- C. Adequate(3)
- D. Poor(2)
- E. Very poor(1)

	Mean	S.D.	N. Cases
High	3.502	0.952	878
Low	3.261	0.911	740
t = 1.12 df = 39 P > .05			

Question 42. What is your estimate of the job the school does in informing parents about the school?

	Mean	S.D.	N. Cases
High	3.660	0.875	882
Low	3.450	0.950	740
t = 0.58 df = 39 P > .05			

Question 43. What is your estimate of the level of knowledge parents possess about the school and its program?

	Mean	S.D.	N. Cases
High	3.033	0.900	877
Low	2.588	0.926	740
t = 1.39 df = 39 P > .05			

In the category of School/Community relations only one of the five items was significant, i.e. Q. 39. Apparently teachers in low achieving schools welcome parental visits far more than do teachers in high achieving schools in Florida. ($P < .01$). Just why this is so is unknown. At the same time, it should be noted that both groups of teachers USUALLY welcome parents. Question 40 reveals parents of students are not known by faculty.

Both faculty groups consider their status in the community to be somewhere between poor and adequate. (Q. 41). This is not a very encouraging finding.

The school does a 'so-so' job of informing parents. Thus it is not surprising the knowledge parents possess of the school is limited. (Q. 43) It ranges between poor for parents in low achieving to adequate for parents in high achieving schools.

Overall, school-community relations do not receive high ratings. Faculty do not know parents; parents are not well informed about the schools.

SUBSCALE 5: JOB SATISFACTION. (QUESTIONS 44-46).

Question 44. Are you satisfied or dissatisfied with your school?

- A. Very satisfied(5)
- B. Satisfied(4)
- C. Neither satisfied nor dissatisfied(3)
- D. Dissatisfied(2)
- E. Very dissatisfied(1)

	Mean	S.D.	N. Cases
High	4.002	0.855	981
Low	3.525	0.983	737
t = 2.99 df = 39 P < .018			

Question 45. How do you feel about your prospects for advancement in the teaching profession?

	Mean	S.D.	N. Cases
High	3.156	1.106	877
Low	3.058	1.146	742
t = -0.82 df = 39 P > .05			

Question 46. All things considered, how satisfied are you about being a Teacher?

	Mean	S.D.	N. Cases
High	3.960	0.997	880
Low	3.814	1.076	742
t = 0.34 df = 39 P > .05			

In the category of Job Satisfaction, teachers in high achieving schools are significantly more satisfied with their school than teachers in lower achieving high schools. (Q. 44).

On prospects for advancement, both groups were neither satisfied nor dissatisfied. (Q. 45).

Both groups seemed to be satisfied at being a teacher. (Q. 46); some were very satisfied while almost none were very dissatisfied.

As a generalization, it appears faculty are not estatic about their Jobs; they are 'satisfied.' Neither are they estatic about being teachers; they are again 'satisfied.' This is not the ideal in which one would find very great satisfaction in one's profession.

CATEGORY 6: CURRICULUM AND INSTRUCTION, PART II. (QUESTIONS 47-64).

What is your estimate of the emphasis that is being placed on each of the following curricular areas in your school?

- A. Entirely too much.
- B. Some over emphasis.
- C. About right.
- D. Not enough.
- E. Entirely too little.

Question 47. Art.

	Mean	S.D.	N. Cases
High	2.703	0.769	870
Low	2.693	0.736	736
t = -1.05 df = 39 P > .05			

Question 48. Business.

	Mean	S.D.	N. Cases
High	2.864	0.569	853
Low	2.813	0.685	733
t = 0.28 df = 39 P > .05			

Question 49. Dramatics.

	Mean	S.D.	N. Cases
High	2.606	0.823	846
Low	2.354	0.920	714
$t = -0.46 \quad df = 39 \quad P > .05$			

Question 50. English Language Arts.

	Mean	S.D.	N. Cases
High	2.887	0.611	852
Low	2.930	0.754	731
$t = 0.43 \quad df = 39 \quad P > .05$			

Question 51. Foreign Language Arts.

	Mean	S.D.	N. Cases
High	2.507	0.832	846
Low	2.406	0.828	722
$t = -0.26 \quad df = 39 \quad P > .05$			

Question 52. Health, P.E., and Recreation.

	Mean	S.D.	N. Cases
High	3.262	0.963	846
Low	3.386	0.940	731
$t = -1.00 \quad df = 39 \quad P > .05$			

Question 53. Home Economics.

	Mean	S.D.	N. Cases
High	2.864	0.551	840
Low	2.884	0.563	730
$t = -0.29 \quad df = 39 \quad P > .05$			

Question 54. Industrial Arts.

	Mean	S.D.	N. Cases
High	2.630	0.698	830
Low	2.681	0.716	725
$t = -1.14 \quad df = 39 \quad P > .05$			

Question 55. Mathematics.

	Mean	S.D.	N. Cases
High	2.975	0.555	833
Low	2.866	0.729	733
$t = 1.80 \quad df = 39 \quad P > .05$			

Question 56. Music.

	Mean	S.D.	N. Cases
High	2.980	0.874	834
Low	2.928	0.865	732
$t = -0.71 \quad df = 39 \quad P > .05$			

Question 57. Science.

	Mean	S.D.	N. Cases
High	2.990	0.600	834
Low	2.826	0.605	730
$t = 1.08 \quad df = 39 \quad P > .05$			

Question 58. Social Science.

	Mean	S.D.	N. Cases
High	2.913	0.467	839
Low	2.876	0.550	725
$T = 1.29 \quad df = 39 \quad P > .05$			

Question 59. Vocational Education.

	Mean	S.D.	N. Cases
High	2.657	0.843	842
Low	2.733	0.908	730
$t = -0.98 \quad df = 39 \quad P > .05$			

Question 60. Career Education.

	Mean	S.D.	N. Cases
High	2.550	0.753	854
Low	2.499	0.836	732
$t = -0.94 \quad df = 39 \quad P > .05$			

Question 61. Drug Education.

	Mean	S.D.	N. Cases
High	2.173	0.770	859
Low	2.023	0.777	728
$t = 1.03 \quad df = 39 \quad P > .05$			

Question 62. Sex Education.

	Mean	S.D.	N. Cases
High	2.109	0.775	856
Low	1.906	0.782	727
$t = 2.44 \quad df = 39 \quad P < .018$			

Question 63. Learning How to Learn.

	Mean	S.D.	N. Cases
High	1.852	0.707	864
Low	1.753	0.759	730
$t = 0.72 \quad df = 39 \quad P > .05$			

Question 64. Individualization.

	Mean	S.D.	N. Cases
High	2.346	0.763	873
Low	2.251	0.836	734
$t = 0.99 \quad df = 39 \quad P > .05$			

In this Part II on Curriculum and Instruction, only one item (Q. 62) on Sex Education discriminated between the two groups. ($P < .01$). Here both groups felt not enough emphasis is placed on sex education and the faculty of lower achieving schools felt this much more strongly than the faculty of the upper achieving schools.

Most satisfaction was felt by both groups with the emphasis on Health, P.E. and Recreation. (Q. 53). Least satisfaction was felt by both groups on learning how to learn. (Q. 63). This low rating should be a matter of serious concern to both groups of faculty.

Next in need of increased emphasis, according to both faculties, were drug education (Q. 61) and increased individualization of instruction (Q. 64), in that order.

The remainder of the subjects were given ratings somewhere between 'about the right emphasis' and 'not enough'.

SUMMARY OF CHAPTER IV:

This chapter concerned responses of faculties of the most high and most low achieving Florida Secondary Schools insofar as the State Literacy Total Test Score for 1979 is concerned.

The 64 questions were broken down into six categories as follows:

- Category I: Organization and Administration. Questions 1-11.
- Category II: Curriculum and Instruction, Part I. Questions 12-27.
- Category III: Student Discipline, Counseling, and Advisement. Questions 28-38.
- Category IV: School/Community Relations. Questions 39-43.
- Category V: Job Satisfaction. Questions 39-43.
- Category VI: Curriculum and Instruction, Part II. Questions 47-64.

Of these 64 items, the following were significant:

- Q12. Amount students are learning. ($P < .01$).
- Q14. Adequacy of curriculum offerings. ($P < .05$).
- Q15. Adequacy of student effort. ($P < .01$).
- Q20. Freedom to choose teaching methods. ($P < .01$).
- Q25. Student participation in extra-curricula. ($P < .05$).
- Q27. Student lack of money. ($P < .01$).
- Q28. Feelings of 'belonging' in school.
- Q39. Attitude re parental class visits. ($P < .01$).
- Q44. Satisfaction with the school. ($P < .01$).
- Q62. Emphasis on sex education. ($P < .01$).

On items 12, 14, 15, 20, 25, 44, and 62, faculty in the high achieving schools were more positive than those in low achieving schools. That is, for the students in the higher achieving schools, the amount of student learning, adequacy of the curriculum, amount of student effort, freedom to choose teaching methods, amount of student participation in extra curricular activities, general satisfaction with the schools, and sex education, the higher achieving schools are clearly considered by faculty to be doing a better job than is the case in lower achieving schools. This is in accord with curriculum theory which suggests our secondary schools are most suitably designed for the more cognitively oriented students.

Responses to Question 27 suggest students in the lower achieving schools are handicapped from participation in school activities by lack of money as well as a curriculum less appropriate for them.

Item 39 suggests parents are more welcome to visit classes in low achieving schools than in high achieving schools.

Item 62, interestingly enough, suggests not only is sex education thought to need more emphasis, but this is felt most strongly by faculty in low achieving schools BY FACULTY. Unfortunately there is no comparable question directed to parents. The nearest item on the parent scale is Q. 15 concerning physical health. Here the parents of students in the higher achieving schools are unhappy with the health program--much more so than the parents of students in the lower achieving schools.

Also of interest is that in 56 of the 64 items the variance in attitudes among faculty in lower achieving schools exceeded that in higher. More about this later, but this suggests a higher degree of unanimity on educational issues among faculty in higher achieving schools than is the case in the lower schools.

When sorted from high to low, the faculty of the high achieving schools gave most positive ratings to questions 2, 20, 39, 31, and 22 in that order. Faculty in the low schools gave most positive ratings to items 39, 22, 2, 20, and 23, in that order. It is apparent that both groups gave their five most positive ratings to four of the same items, i.e. items 2, 20, 39, and 22.

The four high ratings on which both agreed concerned: (2) easy access to administration, (20) enough freedom for teachers in selecting teaching methods, (39) welcoming parents to visit, and (22) number of instructional periods is appropriate.

The high group gave their five most negative ratings to items 64, 27, 61, 62, and 63 (63 lowest). The low group gave their five most negative ratings to items 40, 64, 61, 62, and 63. It is apparent both agreed on items 64, 61, 62, and 63, i.e. on four out of five.

The four low ratings on which both agreed were: (64) not enough individualization of instruction; (61) not enough drug education; (62) not enough sex education; and (63) insufficient emphasis on learning how to learn.

Overall, there was considerable congruence between the two faculties on the majority of items. The correlation coefficient between the means of the 64 items for the two inventories was an amazingly high 0.967 with a standard error of .008. As with the parents, the PATTERN of responses between the two faculty groups was virtually identical. However, there is more difference in faculty attitudes than in parent. One would not obtain nine out of sixty four significant differences by chance. Apparently, faculty are more sensitive to school differences than parents; this is not surprising. After all, faculty are there on the scene. ONE CANNOT SAY, HOWEVER, THE CURRICULUM THEORY OF GREATER CONGRUENCE AMONG FACULTY IN HIGH ACHIEVING SCHOOLS IS SUPPORTED.

CHAPTER V

ANALYSIS OF THE STUDENT DATA

INTRODUCTION

This chapter analyzes the student data. Each of the 40 items is presented in one of seven categories. Analysis of each category follows presentation of the data in tables.

STUDENT OPINION INVENTORY DATA

The Student Opinion Inventory, Part I, is composed of 34 items. The stated purposes are:

1. To assess student attitudes toward many facets of the school.
2. To provide student recommendations for improvement.

SUBCATEGORY 1: STUDENT-PARTICIPATION. (QUESTIONS 1-5).

Note: To save space, when several items have the same type of response, these options are given only under the first one.

Question 1. In how many of the student activities that you participate in are the students involved in planning the activity?

- A. All(5)
- B. Many(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	3.259	1.093	820
Low	2.968	1.148	697
t = 2.51 df = 39 P < .01*			

Question 2. In how many of the activities of your school would you feel that you would be accepted?

	Mean	S.D.	N. Cases
High	3.584	0.865	826
Low	3.549	0.964	697
t = 0.97 df = 39 P > .05			

Question 3. How many student activities (clubs, parties, plays, athletics, etc. that you would like to participate in, do you participate in?

	Mean	S.D.	N. Cases
High	3.079	1.254	823
Low	2.967	1.247	701
t = 1.31 df = 39 P > .05			

Question 4. How often do you feel that you 'belong' in your school?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	4.018	1.012	826
Low	4.126	1.029	697
t = 0.35 df = 39 P > .05			

Question 5. How many sponsors of the activities that you participate in seem well suited to the activity?

- A. All(5)
- B. Most (4)
- C. About Half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	3.802	0.986	819
Low	3.609	1.133	695
t = 2.49 df = 309 P < .01			

Of the five items dealing with student participation, Question 1 is significant. This question indicates students in higher achieving schools apparently have much more involvement in planning their activities than students in lower achieving schools.

The most negative item was Question 3 which suggests students in both groups of schools are only involved in about half the activities they would prefer. Most positive (and encouraging) is that both groups of students checked 'usually' in terms of feeling that they belong.

SUBCATEGORY 2: STUDENT-TEACHER. (QUESTIONS 6-12).

Question 6. How many of your teachers seem to care if you learn the subject they teach?

	Mean	S.D.	N. Cases
High	3.963	0.909	827
Low	4.073	0.989	700
$t = -0.36 \quad df = 39 \quad P > .05$			

Question 7. How often do your teachers clearly explain WHAT to do on assignments?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	3.901	0.767	827
Low	4.050	0.854	699
$t = -1.65 \quad df = 39 \quad P > .05$			

Question 8. How much help do your teachers usually give you with your schoolwork?

- A. All the help I need(5)
- B. Most of the help I need(4)
- C. About half the help I need(3)
- D. A little of the help I need(2)
- E. None of the help I need(1)

	Mean	S.D.	N. Cases
High	4.016	0.860	826
Low	3.977	0.888	700
$t = 0.35 \quad df = 39 \quad P > .05$			

Question 9. How many of your teachers make sure you understand what they teach in class?

- A. All(5)
- B. Most(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	3.766	0.904	826
Low	3.919	0.945	700
t = -0.87 df = 39 P > .05			

Question 10. How often do your teachers clearly explain HOW assignments are to be done?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	3.925	0.761	826
Low	4.006	0.889	699
t = -0.72 df = 39 P > .05			

Question 11. How many of your teachers are willing to give students individual help outside of class time?

	Mean	S.D.	N. Cases
High	3.792	1.062	825
Low	3.356	1.183	700
t = 2.19 df = 39 P < .05*			

Question 12. How many of your teachers give you enough personal encouragement in your schoolwork?

	Mean	S.D.	N. Cases
High	3.200	1.078	825
Low	3.310	1.129	699
t = -0.39 df = 39 P > .05			

In this category (student-teacher relationships), one item was significant at the .05 level. It seems (Question 11) that teachers in high achieving schools are significantly more willing to give students individual help outside of school than are teachers in the low achieving schools.

While none of the other items under student-teacher relationships were significant, it seems interesting to note that: there is no difference in the help teachers usually give with schoolwork (Q. 8) with students getting most of the help they need. Also, teachers in both schools usually explain clearly what to do on assignments. (Q. 7) and also explain how the assignments are to be done. (Q. 10). And most teachers try to make sure students understand what they are teaching in class. (Q. 9). Nor was there any difference in personal encouragement. (Q. 12.) although this was the most negative of the group. Apparently more personal encouragement from teachers in both groups is perceived to be desirable from students' point of view.

SUBCATEGORY 3: STUDENT-COUNSELOR. (QUESTIONS 13-17).

Question 13. How much help does your counselor give you in the selection of a college, vocational, or trade school?

- A. All the help I need(5)
- B. Most of the help I need(4)
- C. About half the help I need(3)
- D. Little of the help I need(2)
- E. None of the help I need(1)

	Mean	S.D.	N. Cases
High	3.573	1.313	806
Low	3.503	1.386	692
t = 0.50 df = 39 P > .05			

Question 14. How much help does your counselor give you in the selection of courses?

	Mean	S.D.	N. Cases
High	3.720	1.275	815
Low	3.728	1.286	698
t = 0.08 df = 39 P > .05			

Question 15. In general, are you satisfied or dissatisfied with the way you are treated by your counselor?

- A. Very satisfied(5)
- B. Satisfied(4)
- C. Neither satisfied nor dissatisfied(3)
- D. Dissatisfied(2)
- E. Very dissatisfied(1)

	Mean	S.D.	N. Cases
High	3.779	1.082	819
Low	3.705	1.080	696
t = 1.01 df = 39 P > .05			

Question 16. How much help does your counselor give you in the selection of a vocation?

- A. All the help I need(5)
- B. Most of the help I need(4)
- C. About half the help I need(3)
- D. Little of the help I need(2)
- E. None of the help I need(1)

	Mean	S.D.	N. Cases
High	3.389	1.319	797
Low	3.320	1.355	694
t = 0.30 df = 39 P > .05			

Question 17. How much help does your counselor give you in solving your personal problems?

	Mean	S.D.	N. Cases
High	3.020	1.560	800
Low	2.925	1.535	696
t = -0.09 df = 39 P > .05			

None of the five items concerning student-counselor relationships were significant. The item checked most negatively was Question 17. It sees only about half the help students feel they need with personal problems is forthcoming.

On college and vocational counseling as well as general satisfaction somewhere between half and most of the assistance felt needed is forthcoming.

SUBCATEGORY IV: STUDENT-ADMINISTRATION. (QUESTIONS 18-23).

Question 18. If you had a problem or suggestion for the administration, how long would you have to wait to talk to a member of the administration?

- A. No time(5)
- B. A day(4)
- C. A week(3)
- D. A month(2)
- E. Couldn't see administration(1)

	Mean	S.D.	N. Cases
High	3.610	0.893	816
Low	3.616	0.968	695
t = 0.14 df = 39 P > .05			

Question 19. In general, are you satisfied or dissatisfied with the way you are treated by the administration?

- A. Very satisfied(5)
- B. Satisfied(4)
- C. Neither satisfied nor dissatisfied(3)
- D. Dissatisfied(2)
- E. Very dissatisfied(1)

	Mean	S.D.	N. Cases
High	3.564	0.922	819
Low	3.662	0.943	693
t = 0.22 df = 39 P > .05			

Question 20. In general, how often does the administration seem to really care about you as an individual?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	3.193	1.128	822
Low	3.409	1.162	697
$t = -0.64 \quad df = 39 \quad P > .05$			

Question 21. Are you satisfied or dissatisfied with the way the administration includes students in making decisions about matters which directly affect the students (dress code, assemblies, etc.)?

- A. Very satisfied(5)
- B. Satisfied(4)
- C. Neither satisfied nor dissatisfied(3)
- D. Dissatisfied(2)
- E. Very dissatisfied(1)

	Mean	S.D.	N. Cases
High	2.962	1.192	824
Low	3.152	1.168	699
$t = -0.31 \quad df = 39 \quad P > .05$			

Question 22. How much personal encouragement does the administration give you concerning your schoolwork?

- A. All the encouragement I need(5)
- B. Most of the encouragement I need(4)
- C. About half the encouragement I need(3)
- D. Little of the encouragement I need(2)
- E. None of the encouragement I need(1)

	Mean	S.D.	N. Cases
High	2.976	1.241	821
Low	3.187	1.264	696
$t = -0.82 \quad df = 39 \quad P > .05$			

Question 23. Does the administration talk to you as an individual on all occasions?

- A. Always(5)
- B. Usually(4)
- C. About half the time(3)
- D. Seldom(2)
- E. Never(1)

	Mean	S.D.	N. Cases
High	2.802	1.229	823
Low	2.867	1.316	697
$t = -0.18 \quad df = 39 \quad P > .05$			

Of the the six items concerning student-administration relationships, none were significantly different. All t values were not only low, but four of them were slightly negative, i.e. students in low achieving schools felt slightly better about relationships with the administration than did students from high achieving schools. This is difficult to understand unless it is that the students in the higher achieving schools hold higher expectations of being treated individually and with respect than their counterparts in the lower achieving schools.

The most negative item was Question 23 with students in both types of schools feeling treated as an individually somewhat less than half the time. Overall, student-administration relationships seem to be viewed as neither very good nor very bad.

CATEGORY 5: CURRICULUM AND INSTRUCTION. (QUESTIONS 24-28).

Question 24. How much of what you are studying do you think will be useful to you in everyday living?

- A. Everything I am studying(5)
- B. Most of what I am studying(4)
- C. About half of what I am studying(3)
- D. Less than half of what I am studying(2)
- E. None of what I am studying(1)

	Mean	S.D.	N. Cases
High	3.453	0.888	827
Low	3.734	0.968	698
t = -2.27 df = 39 P < .05*			

Question 25. In how many of your courses are you satisfied with the methods used to teach the courses?

- A. All(5)
- B. Most(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	3.615	0.887	828
Low	3.749	0.988	701
t = -0.86 df = 39 P > .05			

Question 26. Regardless of what your grades may be, in how many of your school subjects would you say you are 'learning a lot' this year?

- A. In all my subjects(5)
- B. In most of my subjects(4)
- C. In about half of my subjects(3)
- D. In less than half of my subjects(2)
- E. In none of my subjects(1)

	Mean	S.D.	N. Cases
High	3.839	0.924	828
Low	3.914	0.934	699
t = -0.77	df = 39	P > .05	

Question 27. How many of the things that you should be learning right now are being taught in your school?

- A. All(5)
- B. Most(4)
- C. About half(3)
- D. Few(2)
- E. None(1)

	Mean	S.D.	N. Cases
High	3.900	0.886	828
Low	3.848	0.917	698
t = 0.58	df = 39	P > .05	

Question 28. All things considered, how much do you think you are learning from your schooling?

- A. All that I can learn(5)
- B. Almost all that I can learn(4)
- C. About half of what I can learn(3)
- D. Somewhat less than I can learn(2)
- E. Considerably less than I can learn(1)

	Mean	S.D.	N. Cases
High	3.659	0.866	827
Low	3.786	0.919	696
t = -0.58 df = 39 P > .05			

Of the five items concerning student perceptions of curriculum and instruction, Question 24 was significant. It seems that the students in the higher achieving schools are significantly less sure that what they are studying will be useful to them in everyday living that are the students in the lower achieving schools.

For the other four items, students in both groups were of the opinion that most of what they should be learning is taught in school; they are learning a lot in most of their subjects, and they are most satisfied with the teaching methods.

CATEGORY 6: STUDENT-SCHOOL IMAGE. (QUESTIONS 29-34).

Question 29. In general, how proud or ashamed of your school are you?

- A. I am very proud of my school(5)
- B. I am proud of my school(4)
- C. I am neither proud nor ashamed of my school(3)
- D. I am ashamed of my school(2)
- E. I am very ashamed of my school(1)

	Mean	S.D.	N. Cases
High	4.116	0.861	827
Low	3.924	0.986	697
$t = 1.62 \quad df = 39 \quad P > .05$			

Question 30. How would you rate 'school spirit' at your school? (Consider students support of athletic teams, charity drives, class money-raising projects, etc.)

- A. Excellent(5)
- B. Good(4)
- C. Adequate(3)
- D. Poor(2)
- E. Very poor(1)

	Mean	S.D.	N. Cases
High	3.902	1.064	824
Low	3.769	1.060	697
$t = 1.05 \quad df = 39 \quad P > .05$			

Question 31. In general, are you satisfied or dissatisfied with your school?

- A. Very satisfied(5)
- B. Satisfied(4)
- C. Neither satisfied nor dissatisfied(3)
- D. Dissatisfied(2)
- E. Very dissatisfied(1)

	Mean	S.D.	N. Cases
High	3.909	0.859	827
Low	3.761	0.958	696
$t = 0.60 \quad df = 39 \quad P > .05$			

Question 32. In general, how well satisfied are you with the variety of the subjects that your school offers?

	Mean	S.D.	N. Cases
High	3.832	1.028	827
Low	3.717	0.949	695
$t = -0.89 \quad df = 39 \quad P > .05$			

Question 33. How satisfied or dissatisfied are you with the variety of student activities that your school offers?

	Mean	S.D.	N. Cases
High	3.782	0.948	827
Low	3.704	0.933	696
$t = -0.43 \quad df = 39 \quad P > .05$			

Question 34. How satisfied are you with the number of student activities your school offers?

	Mean	S.D.	N. Cases
High	3.742	0.949	828
Low	3.623	0.981	697
t = -0.32	df = 39	P > .05	

Of the six items having to do with student perceptions of school image, none were significantly different. Students in both groups were proud of their school, rated school spirit as good (not excellent), and overall were satisfied with the school, its variety of offerings, and with the variety of student activities.

SUMMARY:

Of the 34 items on the Student Opinion Inventory, only Questions 1, 11, and 24 were statistically significant. These three items concerned involving the students in planning activities, willingness of teachers to give students individual help outside of class time and the seeming usefulness of the coursework for everyday living, (Q. 1, 11, and 24 respectively). It would appear that in the higher achieving schools: (1) students are more actively involved in planning those activities in which they participate (Q. 1) and (2) faculty are more willing to give students help outside of class (Q. 11) than in the lower achieving schools.

Of the 34 items, the five given most positive ratings by students from the higher achieving schools were questions 29, 4, 8, 6, and 10. From the lower achieving schools, the five most positively rated items were questions 34, 4, 6, 7, and 10. It is evident that both groups rated items 4 and 6 highest. These concerned feelings of belonging (4) and teachers seeming to care that the students learn. (Q. 6).

The five most negatively rated items by the high achieving students were items 3, 17, 22, 21, and 23. For the low students these items were 21, 1, 3, 17, and 23. Both selected items 3, 17, 21, and 23. These four items concerned lack of an opportunity to participate in student activities (3), lack of help from counselors in solving personal problems (17), dissatisfaction with involvement of students in decisions affecting them (21) and lack of communication with the administration (23).

The correlation of the means of responses in the high achieving schools with the mean responses in the low achieving schools was .90 with a standard error of .03. This suggests that the PATTERN of attitudes of students is virtually identical between high and low achieving schools.

Overall, one cannot say students in low achieving schools gave any different responses than students high achieving schools when the criterion in the score on the Florida State Literacy Test. HERE TOO THE FLORIDA STATE LITERACY TEST IS NOT A SIGNIFICANT CRITERION SEPARATING HIGH ACHIEVING FROM LOW ACHIEVING SCHOOLS IN THE EYES OF THE STUDENTS OF THE RESPECTIVE SCHOOLS.

CHAPTER VI

CONGRUENCE OF RESPONSES

Note! This chapter tests the agreement in the FREQUENCY distributions of responses to each item by high and low achieving schools for: (1) Parents, (2) Teachers, and (3) Students. The reader may recall Chapters III, IV, and V tested the mean differences for each item. (See Appendix H for graphs).

The hypothesis to be tested is whether or not parents sending their children to low or high achieving high schools is unrelated to, i.e. independent of their attitudes towards educational issues. Another way of saying this is that the two groups of parents will have the same patterns of response to each item if there is no interaction effect.

If a chi square value is found to be statistically significant at the .05 level, this means that the null hypothesis is refuted, i.e. that their attitudes are not independent of their category of low or high achieving school.

The curriculum theory being investigated suggests considerable differences in the patterns of response, specifically reduced variability in responses of high achieving parents, faculty, and students. Most important, curriculum theory suggests the variance of opinion in the low achieving group responses will exceed that in the high achieving groups.

PIH refers to the parental response to question 1 of the high achieving schools. Since $df = 4$ in every case, this information is not repeated in each table. To represent chi square, χ is used.

The data are presented below for parents and only then discussed. A similar procedure is followed for teachers and students. The end of the chapter sees a discussion of the totality of findings including interrelationships.

Part I: Congruence of Parent Responses.

T TESTS OF HIGH-LOW PARENT DATA

PIH.	55	8	106	544	24	$\chi = 35$
PII.	48	25	138	372	12	$P < .0188$

P2H.	38	8	70	581	34	x =	13.2
P2L.	42	11	85	419	31	P <	.05*

P3H.	17	25	156	459	74	x =	5.7
P3L.	25	19	107	383	61	P >	.05

P4H.	26	31	206	416	50	x =	11.9
P4L.	28	23	133	347	65	P <	.05*

P5H.	124	36	199	340	31	x =	2.75
P5L.	85	32	152	297	25	P >	.05

P6H.	102	43	236	294	50	x =	6.9
P6L.	77	51	203	239	27	P >	.05

P7H.	115	9	167	377	52	x =	17.4
P7L.	97	11	87	325	70	P <	.01**

P8H.	80	38	167	395	43	x =	16.4
P8L.	52	33	122	320	71	P <	.01**

P9H.	43	26	146	456	54	x =	9.6
P9L.	35	20	106	361	74	P <	.05*

P10H.	59	19	155	436	60	x =	7.8
P10L.	53	20	95	361	63	P >	.05

P11H.	9	35	117	438	128	x =	13.4
P11L.	25	29	92	329	117	P <	.01**

P12H.	67	48	202	371	37	$x = 12.9$
P12L.	56	27	143	305	56	$P < .05*$

P13H.	92	8	137	463	23	$x = 23.8$
P13L.	63	25	112	349	42	$P < .05**$

P14H.	31	31	98	415	156	$x = 11.4$
P14L.	38	17	61	369	106	$P < .05*$

P15H.	253	32	147	264	30	$x = 25.4$
P15L.	149	20	109	268	46	$P < .01**$

P16H.	171	37	168	326	27	$x = 8.6$
P16L.	125	28	158	240	38	$P > .05$

P17H.	101	26	90	456	55	$x = 6.4$
P17L.	98	19	90	333	52	$P > .05$

P18H.	34	31	93	418	163	$x = 18.3$
P18L.	38	36	85	354	81	$P < .01**$

P19H.	67	30	233	240	161	$x = 28.5$
P19L.	59	28	115	214	176	$P < .01**$

P20H.	78	201	249	187	21	x =	9.2
P20L.	88	157	173	149	26	P >	.05

P21H.	91	136	238	250	20	x =	13.0
P21L.	75	152	188	160	17	P <	.05*

P22H.	166	126	275	154	13	x =	3.0
P22L.	126	107	208	133	17	P >	.05

P23H.	96	71	207	328	30	x =	18.0
P23L.	90	96	168	217	19	P <	.01**

P24H.	135	25	100	415	57	x =	50.5
P24L.	110	55	139	254	34	P <	.01**

P25H.	191	50	218	259	15	x =	39.6
P25L.	126	91	207	151	17	P <	.01**

P26H.	149	5	53	427	98	x =	73.8
P26L.	132	37	97	282	45	P <	.01**

P27H.	42	35	129	392	132	x =	43.4
P27L.	62	40	145	298	48	<	.01**

P28H.	46	38	163	390	93	x =	10.2
P28L.	60	43	128	284	76	P <	.05*

P29H.	70	27	123	445	64	$x = 8.6$
P29L.	85	24	103	328	46	$P > .05$

P30H.	115	29	163	381	44	$x = 1.7$
P30L.	104	26	119	303	38	$P > .05$

P31H.	67	22	123	458	62	$x = 5.9$
P31L.	53	29	116	340	52	$P > .05$

P32H.	25	30	141	457	86	$x = 21.3$
P32L.	49	25	128	339	46	$P < .01**$

P33H.	59	10	46	535	85	$x = 4.6$
P33L.	45	16	33	417	80	$P > .05$

P34H.	169	11	114	422	16	$x = 6.2$
P34L.	162	13	77	312	15	$P > .05$

P35H.	143	15	208	305	63	$x = 42.9$
P35L.	111	16	90	279	94	$P < .01**$

P36H.	60	16	112	465	80	$x = 14.6$
P36L.	63	26	92	373	38	$P < .01**$

P37H.	115	18	156	411	28	$x = 4.1$
P37L.	100	22	107	338	19	$P > .05$

P38H.	106	16	84	460	66	$x = 8.5$
P38L.	78	23	90	349	46	$P > .05$

P39H.	66	12	66	451	131	$x = 4.0$
P39L.	48	16	55	360	110	$P > .05$

P40H.	65	87	150	361	71	$x = 25.7$
P40L.	55	41	82	320	89	$P < .01**$

P41H.	173	67	195	270	25	$x = 22.5$
P41L.	90	44	150	267	34	$P < .01**$

P42H.	96	26	151	413	41	$x = 6.3$
P42L.	72	18	98	353	46	$P > .05$

P43H.	41	41	34	508	91	$x = 2.3$
P43L.	33	27	52	399	83	$P > .05$

P44H.	71	205	210	226	19	$x = 271.1$
P44L.	67	146	198	157	24	$P < .01**$

P45H.	146	64	110	367	46	$x = 3.9$
P45L.	101	50	89	299	51	$P > .05$

P46H.	31	45	104	453	95	$x = 27.4$
P46L.	62	26	100	346	52	$P < .01**$

P47H.	48	44	120	423	91	$x = 17.7$
P47L.	38	45	114	280	110	$P < .01**$

P48H.	75	23	100	463	60	$x = 34.3$
P48L.	87	35	125	307	29	$P < .01**$

P49H.	115	21	65	440	88	$x = 15.2$
P49L.	52	24	61	377	71	$P < .01**$

P50H.	164	31	52	395	81	$x = 15.6$
P50L.	87	24	60	351	62	$P < .01**$

P51H.	98	48	153	352	68	$x = 5.2$
P51L.	72	37	100	304	66	$P > .05*$

P52H.	35	52	147	425	69	$x = 10.7$
P52L.	50	30	109	327	65	$P < .05*$

P53H.	23	18	57	556	81	$x = 12.4$
P53L.	36	23	59	409	66	$P > .05*$

Of the fiftythree questions, nineteen showed similar response patterns; items 3, 5, 6, 10, 16, 17, 20, 22, 29, 30, 31, 32, 34, 37, 38, 39, 42, 43, and 45. Thirty four or 64% were significant, twenty three of them at the .01 level. This indicates CONSIDERABLE INTERACTION between group and response; it suggests parents in the two group are not from the same population. Let's examine the data.

First, it should be noted that the variance in the low groups exceeds the variance in the high group on 34 of the 53 questions. Using the sign test, we find that 24 of the high group had variances above the median S.D. of 1.072 and 29 below. Of the low group, 29 had variance above the mean variance and 24 below.

Subjected to a chi square test we have the following. Note that (> S.D.) means exceeded the median S.D.

	> S.D. < S.D			
	I-----I-----I			
High Schools	I	24	I	29
	I-----I-----I			
Low Schools	I	29	I	24
	I-----I-----I			

chi square = 0.94. df = 1. P > .05

The above result suggests that the responses of parents in the high group are NOT more variable than those in the low group. Thus, for parents the hypothesis of no difference is refuted. IN OTHER WORDS, THERE IS NO MORE UNANIMITY AMONG PARENTS IN HIGH ACHIEVING SCHOOLS THAN THERE IS IN LOW.

When the above is coupled with the findings that 34 of the 53 showed significant interaction effects, we find the groups differ but not in any common way. Perhaps examination of the actual graphs in Appendix H will reveal more clearly what is meant.

Let's next examine faculty responses.

TEACHERS CHI SQUARE

Part II: Congruence of Teacher Responses.

Here, as with the parents, the patterns of faculty response are examined for congruence. Significant chi square values will suggest that there is a relationship between attitudes of faculty on educational issues and the quality of the school. That is, significant chi square values will suggest differences in the attitudes of the teachers on what the school is doing. Thus, from a faculty perspective, does the hypothesis of congruence hold up?

T TESTS OF HIGH-LOW TEACHER DATA

	1	2	3	4	5	
T1H.	25	264	186	350	48	$x = 17.3$
T1L.	28	273	168	223	44	$P < .01**$

T2H.	3	37	103	406	332	$x = 23.3$
T2L.	15	62	83	327	255	$P < .01**$

T3H.	22	92	189	524	54	$x = 11.2$
T3L.	34	89	182	390	42	$P > .05$

T4H.	4	187	301	366	24	$x = 28.6$
T4L.	5	227	260	225	24	$P < .01**$

T5H.	52	188	169	335	109	$x = 2.4$
T5L.	37	168	132	308	89	$P > .05$

T6H.	36	222	236	302	39	$x = 3.0$
T6L.	25	214	183	263	41	$P > .05$

T7H.	52	282	238	255	34	$x = 5.3$
T7L.	47	216	200	220	45	$P > .05$

T8H.	3	119	226	443	91	$x = 39.8$
T8L.	13	161	215	281	69	$P < .01**$

T9H.	33	138	208	420	65	$x = 29.6$
T9L.	29	171	193	264	74	$P < .01**$

T10H.	9	67	109	347	347	$x = 35.9$
T10L.	27	79	111	316		$P < .01**$

T11H.	44	159	74	336	247	$x = 9.0$
T11L.	32	136	96	272	195	$P > .05$

T12H.	56	100	477	222	22	$x = 75.8$
T12L.	110	153	358	110	12	$P < .01**$

T13H.	8	67	324	446	34	$x = 15.3$
T13L.	15	77	271	329	47	$P < .01**$

T14H.	1	17	234	582	44	$x = 26.8$
T14L.	1	34	249	405	51	$P < .01**$

T15H.	4	249	381	231	9	$x = 103.1$
T15L.	21	357	261	92	5	$P < .01**$

T16H.	0	30	143	628	76	$x = 9.3$
T16L.	0	46	136	490	66	$P > .05$

T17H.	1	87	166	551	73	$x = 61.8$
T17L.	3	155	180	355	37	$P < .01**$

T18H.	1	45	238	557	35	$x = 26.2$
T18L.	1	72	244	382	32	$P < .01**$

T19H.	10	53	130	569	127	$x = 15.0$
T19L.	11	82	114	436	95	$P < .01**$

T20H.	2	11	59	579	230	$x = 35.9$
T20L.	5	35	74	490	134	$P < .01**$

T21H.	7	62	114	562	128	$x = 27.7$
T21L.	20	70	136	426	76	$P < .01**$

T22H.	26	27	45	500	275	$x = 8.0$
T22L.	35	30	24	405	231	$P > .05$

T23H.	11	28	86	603	143	$x = 24.4$
T23L.	30	41	58	452	140	$P < .01**$

T24H.	76	161	135	388	117	$x = 5.4$
T24L.	87	118	117	315	98	$P > .05$

T25H.	0	215	449	702	6	$x = 60.4$
T25L.	3	306	310	206	7	$P < .01**$

T26H.	3	61	205	329	278	$x = 109.6$
T26L.	11	111	256	262	96	$P < .01**$

T27H.	34	589	200	50	4	$x = 74.3$
T27L.	29	361	215	121	8	$P < .01**$

T28H.	0	42	270	545	21	$x = 25.6$
T28L.	2	77	251	388	20	$P < .01**$

T29H.	32	175	258	367	46	$x = 50.5$
T29L.	67	212	203	235	19	$P < .01**$

T30H.	18	108	274	403	77	$x = 8.3$
T30L.	23	97	259	309	47	$P > .05$

T31H.	5	45	101	414	314	$x = 34.0$
T31L.	7	72	128	337	194	$P < .01**$

T32H.	23	137	191	420	104	$x = 23.2$
T32L.	47	140	159	290	100	$P < .0188$

T33H.	6	71	168	486	148	$x = 22.5$
T33L.	11	104	157	354	106	$P < .0188$

T34H.	4	52	145	618	62	$x = 37.5$
T34L.	4	83	181	432	38	$P < .0188$

T35H.	6	183	322	329	34	$x = 26.8$
T35L.	18	210	210	258	30	$P < .0188$

T36H.	3	63	165	497	153	$x = 27.2$
T36L.	5	75	189	324	143	$P < .0188$

T37H.	1	73	201	493	112	$x = 28.7$
T37L.	3	101	192	321	115	$P < .0188$

T38H.	6	143	273	389	65	$x = 20.9$
T38L.	12	142	249	250	76	$P < .0188$

T39H.	35	64	35	341	391	$x = 13.0$
T39L.	18	34	29	263	381	$P < .058$

T40H.	34	557	175	101	14	$x = 6.7$
T40L.	32	505	122	67	10	$P > .05$

T41H.	20	124	233	397	104	$x = 36.4$
T41L.	20	133	263	282	42	$P < .01**$

T42H.	6	87	241	415	133	$x = 27.2$
T42L.	10	115	244	274	97	$P < .01**$

T43H.	20	248	325	251	33	$x = 103.6$
T43L.	57	341	212	110	20	$P < .01**$

T44H.	3	64	111	453	250	$x = 107.6$
T44L.	18	111	173	336	99	$P < .01**$

T45H.	75	179	231	318	74	$x = 4.8$
T45L.	86	154	187	261	54	$P > .05$

T46H.	24	75	86	422	273	$x = 9.8$
T46L.	28	83	94	331	206	$P < .05*$

T47H.	90	141	589	37	13	$x = 6.6$
T47L.	62	149	490	23	12	$P < .01**$

T48H.	18	139	648	37	11	$x = 18.3$
T48L.	24	164	487	41	17	$P < .01**$

T49H.	99	208	479	47	13	$x = 40.9$
T49L.	154	208	308	33	11	$P < .01**$

T50H.	19	147	605	73	8	$x = 23.0$
T50L.	26	124	489	59	33	$P < .01^{**}$

T51H.	138	85	484	34	5	$x = 92.6$
T51L.	118	227	351	18	8	$P < .01^{**}$

T52H.	36	93	439	169	109	$x = 9.1$
T52L.	22	55	388	151	115	$P > .05$

T53H.	19	129	645	41	6	$x = 1.2$
T53L.	15	109	561	36	9	$P > .05$

T54H.	71	196	535	25	3	$x = 10.3$
T54L.	46	189	451	28	11	$P < .05^{*}$

T55H.	13	85	660	60	15	$x = 44.7$
T55L.	27	146	481	56	23	$P < .01^{**}$

T56H.	50	134	476	131	43	$x = 11.1$
T56L.	43	129	442	74	44	$P < .05^{*}$

T57H.	12	96	636	68	22	$x = 33.3$
T57L.	20	136	537	25	12	$P < .01^{**}$

T58H.	13	86	707	27	6	$x = 8.9$
T58L.	16	103	570	27	9	$P > .05$

T59H.	79	235	445	62	21	$x = 6.7$
T59L.	72	178	383	67	30	$P > .05$

T60H.	56	336	414	32	16	$x = 13.4$
T60L.	74	293	307	42	16	$P < .01**$

T61H.	153	438	240	22	6	$x = 17.0$
T61L.	124	365	162	12	5	$P < .01**$

T62H.	197	383	266	6	4	$x = 29.9$
T62L.	244	319	155	6	3	$P < .01**$

T63H.	274	457	122	9	2	$x = 18.8$
T63L.	304	317	97	9	3	$P < .01**$

T64H.	118	367	361	22	5	$x = 18.5$
T64L.	140	312	245	32	5	$P < .01**$

Inspection of the data above reveals that only 15 of the items have similar response patterns for the two faculties. These were items 3, 5, 6, 7, 11, 16, 22, 24, 30, 40, 45, 52, 53, 58, and 59.

Further inspection of above mentioned items indicates they fell into all of the categories of school organization and administration, curriculum and instruction, student discipline, counseling, and advisement, school/community relations, and job satisfaction.

The above means that (64-15) or 49 of the questions did not show independence. This indicates considerable interaction between group and response.

In examining the variance, it is revealed that the variance of the low group responses exceeds that of the high in 55 of the 64 questions. In applying the sign test we find the median S.D. to be 0.8501. Using this median, 24 of the high group had variance above the median and 40 below. Of the low group, 39 had variance above the median and 25 below.

Subjected to a sign test, we have the followings:

```

> S.D. < S.D.
I-----I-----I
I 24 I--40-I
I-----I-----I
I 39 I 25 I
I-----I-----I

```

$x = 7.03^{**}$, $df = 1$, $p < .01^{**}$

This suggests that the theory of difference in teacher attitudes in high and low schools holds up for faculty. The hypothesis of no difference is refuted.

Apparently teachers are somewhat at variance with parents as to the differences in the quality of schooling. Another way to say this is that faculty attitudes about what high school is FOR are similar across High and Low achieving schools. This would mean that as what schools do or stress varies, teachers would view such changes with similar yardsticks. This is certainly understandable. Teacher training and background tend to stress certain common factors. Another way to say this is that teachers are not nearly as satisfied on some issues in the low achieving schools and are more satisfied on others than is the case in the high achieving schools.

STUDENTS CHI SQUARE

Part III: Congruence of Student Responses.

Here, as with parents and teachers, the patterns of faculty response are examined for congruence.

T TESTS OF HIGH-LOW STUDENT DATA

GROUP	1	2	3	4	5	
S1H.	52	167	206	207	88	$x = 10.4$
S1L.	67	199	190	177	70	$P < .05$
S2H.	5	107	201	427	86	$x = 13.0$
S2L.	6	121	152	320	98	$P < .05$
S3H.	85	243	135	242	118	$x = 7.8$
S3L.	74	236	126	165	98	$P > .05$
S4H.	18	67	106	326	309	$x = 14.2$
S4L.	16	48	90	221	322	$P < .01$
S5H.	24	72	135	200	189	$x = 10.1$
S5L.	40	91	122	290	152	$P < .05$
S6H.	3	67	138	369	250	$x = 25.3$
S6L.	6	62	96	247	289	$P < .01$
S7H.	2	41	153	472	159	$x = 41.4$
S7L.	2	35	121	309	232	$P < .01$

S8H.	3	54	119	401	249	x =	1.2
S8L.	4	52	104	326	204	P >	.05

S9H.	6	82	174	401	163	x =	21.7
S9L.	5	61	130	294	210	P <	.01**

S10H.	0	40	152	444	170	x =	32.2
S10L.	3	49	109	318	220	P <	.01**

S11H.	14	113	146	310	242	x =	59.6
S11L.	27	189	131	214	139	P <	.01**

S12H.	42	202	215	261	85	x =	9.6
S12L.	33	162	168	227	109	P <	.05*

S13H.	71	134	111	242	248	x =	4.8
S13L.	82	112	93	186	219	P >	.05

S14H.	63	101	127	234	290	x =	2.3
S14L.	53	96	91	206	252	P >	.05

S15H.	35	75	154	327	228	x =	3.5
S15L.	34	66	136	295	165	P >	.05

S16H.	98	121	134	261	183	x =	3.3
S16L.	103	104	103	236	148	P >	.05

S17H.	230	93	90	205	182	x =	4.2
S17L.	208	83	98	167	140	P >	.05

S18H.	28	40	258	386	104	x =	9.9
S18L.	34	44	174	346	97	P <	.05*

S19H.	23	76	238	380	102	x =	7.2
S19L.	21	56	170	335	111	P >	.05

S20H.	55	197	200	274	96	x =	21.7
S20L.	40	139	141	250	127	P <	.01**

S21H.	106	209	193	242	74	x =	12.6
S21L.	72	146	154	258	69	P <	.05*

S22H.	128	175	190	245	83	x =	13.7
S22L.	88	128	156	214	110	P <	.01**

S23H.	137	241	159	220	66	x =	9.4
S23L.	128	189	110	188	82	P >	.05

S24H.	4	125	276	336	86	x =	53.7
S24L.	7	80	162	292	157	P <	.01**

S25H.	7	96	216	399	110	x =	29.4
S25L.	13	78	140	311	159	P <	.01**

S26H.	7	75	163	382	201	x =	4.4
S26L.	8	54	127	311	199	P >	.05

S27H.	5	66	142	409	206	x =	5.2
S27L.	4	61	147	311	175	P >	.05

S28H.	20	49	232	418	108	$x = 19.6$
S28L.	14	45	165	324	148	$P < .01^{**}$

S29H.	9	12	174	311	321	$x = 21.0$
S29L.	18	24	187	232	236	$P < .01^{**}$

S30H.	19	82	150	283	290	$x = 13.4$
S30L.	24	69	139	277	188	$P < .01^{**}$

S31H.	13	45	133	449	187	$x = 11.7$
S31L.	19	59	131	347	140	$P < .05^*$

S32H.	26	84	110	390	217	$x = 22.1$
S32L.	11	86	115	360	123	$P < .01^{**}$

S33H.	19	67	166	398	177	$x = 7.5$
S33L.	12	75	139	351	119	$P > .05$

S34H.	18	74	177	394	165	$x = 10.1$
S34L.	24	77	141	351	104	$P < .05^*$

Of the 34 items, 22 are statistically significant. These were questions 1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 18, 20, 21, 22, 24, 25, 28, 29, 30, 31, 32, and 34.

Examining the variance, we note that the variance in the low groups exceeds that of the high groups on 26 of the 34 questions. The median of these 68 S.D.s is 0.987. Using the sign test, we find that 16 of the high group had variance above the median and 18 below. Of the low group, 18 had variance above the median and 16 below.

Subjected to a sign test, we have the followings:

	> S.S.	<S.D.
I-----I-----I		
I 16	I	18 I
I-----I-----I		
I 18	I	16 I
I-----I-----I		

chi square = .24. df = 1. $P > .05$.

This is strong evidence that the null hypothesis of no difference in variance is not refuted. That is, there is not any more variance among students in low achieving than in high achieving schools. The above results could easily have been obtained by chance. **THUS THE CURRICULUM THEORY OF MORE UNANIMITY AMONG STUDENTS IN HIGH ACHIEVING SCHOOLS IS NOT SUPPORTED.**

The next section examines the extent of congruence among parents, faculty, and students in high and low achieving schools.

CONGRUENCE OF PARENT, TEACHER, AND STUDENT ATTITUDES

This section gets to the heart of the curriculum theory, i.e. whether there is more unanimity AMONG parents, teachers and students in high achieving high schools than there is AMONG parents, teachers, and students in low achieving high schools.

The Parent Opinion Inventory lists items which are common, i.e. essentially the same question on each of the three Inventories. These items are as follows:

COMMON ITEMS OF THE TEACHER, STUDENT, AND PARENT OPINION INVENTORY.

Item from Parent Opinion Inventory	Item from Teacher Opinion Inventory Part A	Item from student Opinion Inventory
---------------------------------------	--	--

3	47	
4	43	
8,9,10,11,13	13,50,55,57	24
14,15	52	
17	58	
27	44	
29	16, 18	6,7,8,9
36	25,26	2,3
40	35,36,77,38	13,14,15,16,17
48	46	30
50	2	18
51	17	11,12
52	16	8,10,14

The above items were placed in tables of three as follows:

Inventory Questions	I	1	2	3	4	5
Parent Question #8	I	80	38	167	395	43
Teacher Question #13	I	8	67	324	446	34
Student Question #4	I	125	276	336	86	

A chi square test for independence was made on each of the 59 combinations for the High and also on each of the 59 combinations of the Low achieving schools. The purpose here was to ascertain whether the PATTERNS differed. It was assumed that the smaller the chi square value, the more similar the patterns would be. Thus, as chi square grows smaller, the more alike the pattern of responses of the three groups would be.

The chi square values were then compared to see which was the larger, the high or the low school value for each combination of three questions. If the theory is correct, the value of the High Achieving schools should be smaller. What were the results?

The results were that in 43 of the 59 tests, the chi square value was larger for the High Achieving Schools. This was the reverse of what was expected. Thus, it helps refute the curriculum theory.

It was felt unnecessary to report the 108 tables here because of space problems and because the same frequencies are reported, albeit in a different format, in Chapter VI. When several items are considered common as items 8, 9, 10, 11, and 13, the procedure was to match 8 with each of the teacher items and a parent item, then 9 with each of the teacher items and the same parent item, and so on until all combinations possible were calculated.

Later on more elaborate data analysis with analysis of variance can be calculated, but for the purpose of this study the above appeared simpler and equally satisfactory.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This research examined the attitudes of Parents, Teachers, and Students in 40 high and low achieving Florida High Schools. The purpose was to contrast the attitudes of the three groups, i.e. parents, teachers, and students in the high achieving schools with the attitudes of those same groups, respectively, in the low achieving schools. Achievement of high schools was defined as the TOTAL score earned by Florida High Schools on the Florida State Literacy Test. This score gives the percentage of students in each school passing the test that year--in this case 1979.

The specific questions which the study investigated were:

1. Do the attitudes toward education of parents in high achieving Florida High Schools differ from the attitudes of parents in low achieving Florida High Schools?
2. Same as 1 but for Teachers.
3. Same as 1 but for Students.
4. Do the patterns of response of parents in high achieving Florida High Schools differ from the patterns of response of parents in low achieving Florida High Schools?
5. Same as 4 but for Teachers.
6. Same as 4 but for Students.
7. Is there more unanimity in parent responses in high achieving schools than in low achieving schools?
8. Same as 4 but for Teachers.
9. Same as 4 but for Students.
10. Is there greater congruence among parents, teachers, and students in high achieving than in low achieving schools?

The design for the study was described in Chapter I hence need not be repeated here except to say it consisted essentially of polling a group of parents, of teachers, and of students in the 21 highest and 19 lowest achieving Florida High Schools. Instruments used were the Parent Opinion Inventory, the Student Opinion Inventory, and The Teacher Opinion Inventory each of which is published by the National Study of School Evaluation. These were furnished by NSE.

RETURNS: Parents averaged a 54.5% return. From faculty the mean response was 66%; from students the mean response was 61%. Actual returns by schools varied (See Appendix D).

All told, responses from parents totaled 1343 with 743 from high achieving school parents and 600 from low. Responses from faculty totaled 1629 with 884 from teachers in high achieving schools and 745 from teachers in low. Responses from students totaled 1530 with 829 from high achieving schools and 701 from low. Responses totaled 4,502.

Schools polled varied in a number of respects as is shown in Appendix E. The only known common factor was a school's high or low state score, not number of faculty, students, etc.

An assumption in this study was that by taking the mean of the means of the responses to each question across the respective groups of high and low achieving high schools, a high degree of stability in the responses would result.

RESULTS OF THE STUDY

The results are reported for each of the three groups, Parents, Teachers, Students following which conclusions are drawn.

PARENTS: Parents in high achieving groups differed significantly (.05) from parents in low achieving groups on four items, i.e. 1, 2, 24, and 40. These were:

1. Students in high achieving schools are considered by parents generally more respectful of one another.
2. Parents consider students in high achieving schools have better working relationships than is thought to be the case in low achieving schools.
3. Outsiders are thought to pose more of a threat in the low achieving schools.
4. School counseling services are much more positively thought of in low achieving than in high achieving schools--by parents.

The parents in both groups were most positive about five of their first six most positive items, i.e. Questions 11, 14, 33, 39, and 53. These concerned adequacy of teaching basic skills (Q. 11), adequacy of physical education program (Q. 14), appropriateness of length of school class periods (Q. 33), educational value of school activities (Q. 39), and reasonableness of school rules and regulations (Q. 53).

On the low achieving items, the parents agreed on 4 of the lowest 6, i.e. on Questions 20, 22, 25, and 44. These concerned drugs being a problem (Q. 20), cheating being a problem (Q. 22), student absenteeism being a problem (Q. 25), and students not enjoying school lunches (Q. 44).

The correlation between mean responses on the 53 items was an incredibly high .88 with an S.E. of .03.

Chi square tests (Chapter VI) refuted the assumption of independence on 34 of the 53 items. This suggested considerable interaction between group and response, but a sign test indicated such not to be the case for the SET of parent questions--only for individual items.

The responses of parents in high achieving schools DO NOT show more

variance than the responses of parents in low achieving schools (See Chapter VI).

TEACHERS: Teachers in high achieving schools differed significantly (.05) from teachers in low achieving schools on ten items, i.e. 12, 14, 15, 20, 25, 27, 28, 39, 44, and 62. These were:

12. Students seem to be learning less than they might from their school experiences, say the teachers.
14. Curriculum is less relevant for students in low achieving schools.
15. Students work far less than they should to learn what is being taught.
20. Teachers feel they are allowed less freedom in low achieving schools in selection of effective teaching methods.
25. Not nearly as many students in low achieving schools participate in school activities as they should.
27. Students in low achieving schools are felt to be handicapped in participation in school activities by lack of money.
28. Far fewer students in low achieving schools feel they 'belong.'
39. Teachers in low achieving schools are far more welcoming of parental visits than are teachers in high achieving schools.
44. Teachers in low achieving schools are far more dissatisfied with their school than teachers in high achieving schools.
62. Not only is sex education given a low grade in both schools, but it is given a significantly lower grade in low achieving schools. That is, NOT ENOUGH emphasis is placed on it.

The faculty of both groups checked five out of six of the same items as most positive, i.e. Questions 2, 20, 39, 31, and 22. These concerned ease of seeing an administrator (Q. 2), amount of freedom to choose teaching methods (Q. 20), welcoming parents to visit classes (Q. 39), obtaining help from administration on school discipline (Q. 31), and appropriateness of number of instructional periods (Q. 22).

On the most negative questions, the teachers agreed on five of out of their first six. These were items 40, 61, 62, 63, and 64. These were concerned with acquaintanceship of teachers with parents (Q. 40), inadequacy of drug education (Q. 61), inadequacy of sex education (Q. 62), inadequacy of schools in teaching learning how to learn (Q. 63), and inadequacy of individual instruction (Q. 64).

The correlation between mean responses on the 64 items was .967 with an S.E. of .008. Thus, as with parents, the PATTERNS of responses of the two groups of teachers were virtually identical.

Chi square tests (Chapter VI) refuted the assumption of independence on 49 of the 64 items. This suggested considerable interaction between group and pattern of response.

Too, the responses of teachers in the low achieving schools do show more variance than do the responses of teachers in the high achieving schools according to the sign test. ($P < .01$).

STUDENTS: Students in high achieving schools differed significantly (.05) from students in low achieving schools on three items, i.e. 1, 11, and 24. These were:

1. Students in high achieving schools were involved to a significantly greater extent in planning school activities than students from low achieving schools.
2. Faculty in high achieving schools are apparently far more willing to give students individual help outside of class than is the case with faculty in low achieving schools.
3. Students in low achieving schools see what they are studying as more useful to them in later life than is the case with students from high achieving schools.

The students in both groups were most positive about four of their first six most positive items, i.e. Questions 4, 6, 8, and 10. These concerned feelings of belonging (Q. 4), teachers seeming to care about that students learn (Q. 6), teachers give enough help (Q. 8), and teachers usually explain assignments clearly (Q. 10).

On the negative items, students were most negative about five of the same six items, i.e. Questions 3, 17, 21, 22, and 23. These concerned not being able to participate in enough school activities (Q. 3), not getting enough help from counselor in solving personal problems (Q. 17), whether administration involves students in decisions about dress code, assemblies, etc. (Q. 21), not enough personal encouragement from administration concerning schoolwork (Q. 22), and the administration's too seldom talking with students as individuals (Q. 23).

The correlation between high and low mean student responses on the 34 items was .90 with an S.E. of .03.

Chi square tests (Chapter VI) refuted the assumption of independence on 22 of the 34 items. This suggests considerable interaction between group and response pattern, but the sign test revealed this not to be the case.

CONCLUSIONS:

Let's now go back to the questions raised at the onset of this study.

1. Do the attitudes toward education of parents in high achieving Florida

High Schools differ from the attitudes of parents in low achieving Florida High Schools?

The answer to this must be NO. The attitudes of the parents seem to be essentially identical no matter the quality of the school -- with school quality being defined as the Florida State Literacy Test.

2. What about teacher attitudes? The answer here is mixed, i.e. YES and NO, thus not conclusive. Teacher attitudes are significantly different on 12 of the 64 questions. This result is more than one might get by chance. Thus, one must conclude teacher attitudes do differ on some issues. (See Chapter IV).

3. What about student attitudes? The answer here is NO. The attitudes of the students seem to be essentially identical no matter the quality of the school--with the Florida State Literacy Test as the criterion of quality.

4. Do the patterns of response of parents of students in high achieving Florida High Schools differ from the patterns of response of parents of students in low achieving Florida High Schools?

The data here suggest YES; there is interaction on 34 of the 53 questions. The specific nature of this does not seem to form any consistent pattern that is detectable, however.

5. Do the patterns of response of teachers vary by school quality? The answer here too is YES with 49 of the 64 showing interaction other than one could get by chance. Again there appears to be no consistent pattern of difference.

6. Do the patterns of response of students vary by school quality? The answer here too is YES with 22 of the 34 showing interaction. Again, however, there appears to be no consistent pattern of response.

7. Is there more unanimity in parent responses in high achieving than low achieving schools?

The answer here is NO. If anything, there is more heterogeneity in parental responses in the high achieving schools.

8. For teachers, the answer is mixed on greater unanimity in high achieving schools. There seems, however, to be considerably more unanimity than is the case with parents or students.

9. For students too, the answer is NO on greater unanimity.

10. Is there greater congruence among parents, teachers, and students in high achieving than in low achieving schools?

The answer here is a very strong NO. There is absolutely no evidence from this study to support more unanimity among these three groups.

What then can we say about the curriculum theory of greater unanimity

between parents, between teachers, and between students in high achieving than in low achieving schools?

ONE MUST SAY THAT THIS IS NOT THE CASE IF THE CRITERION IS THE FLORIDA STATE LITERACY TEST. PARENTS AND STUDENTS AND TO A LESSEK EXTENT, EVEN TEACHERS, DO NOT SEEM TO RESPOND ANY DIFFERENTLY IN HIGH ACHIEVING THAN LOW ACHIEVING SCHOOLS.

What does this mean? One possibility is that these groups are obtuse and insensitive--a conclusion I reject. Another possibility is that the test is not an indicator--a criterion---of school quality. There must be other indicators. This latter is a possibility I would like to explore.

The study strongly supports the inadequacy of standard test instruments by themselves as indicators of school quality. There is just no way that these two groups could be identified using responses of these three groups to educational issues.

RECOMMENDATIONS:

1. Curriculum theorists should re-examine some of their assumptions about what makes good and what makes poor schools.
2. The hue and cry in Florida about parental concern over school quality with quality defined as the BASICS needs re-examinins. Parents are not percptive of whether their schools are or are not quality schools with basic literacy, as measured by the Florida State Literacy Examination, as the criterion.
3. The specific findings in this study about DEGREE of satisfaction and DEGREE of dissatisfaction with particular aspects of school operation should be analysed and reported in another document. The data are retained on tape to enable this analysis. It would be helpful to know, for example, the specific PERCENTAGES of response to each items.
4. Demographic data, school climate data, and school operational data should be gathered on selected numbers of the schools in this study. With such data, and using VARIMAX factor analytic procedures for data analysis, perhaps insights into what the determining factors of school quality really are.
5. The factors which, according to theory do seem to contribute to school quality should be explored with on site school study. These include such factors as: situational leadership, nature and extent of internal involvement and participation of faculty and students in decision-making, sense of control of the environment of parents, faculty, and students, nature of expectations on part of the principal for faculty and student performance, faculty expectations of students and parent-teacher relationships.

This study did not support the conclusion by McDill that: "...the extent of parental and community interest in the school functions generally as a factor accounting for the small net impact of curriculum

and facilitates academic behavior of students." (P. 26).

Finally, as Austin (P. 11) said in his report on exemplary schools in the search for effectiveness in the October, 1979 issue of EDUCATIONAL LEADERSHIP: "Research has not identified a variant of the existing system that is consistently related to students' educational outcomes."

I had hoped to be able to document there is a greater unanimity among those three important groups, parents, faculty, and students, in high achieving schools than in low achieving ones. This was not the case. It could be, of course, that the criterion of school quality, the Florida State Literacy Scores, is not a valid criterion. However, on the face of it, how can one say this because basic literacy is certainly a major school function in the eyes of all?

APPENDIX A
SUMMARY DATA ON PARENT RESPONSES

Note: Mean differences significant on items 1, 2, 24 and 40 only.

HIGH ACHIEVING SCHOOLS				LOW ACHIEVING SCHOOLS			MH - ML	S.E.D.	t	P
No.	MeanH	S.D.	N	MeanL	S.D.	N				
1.	3.643	0.875	737	3.462	0.927	595	.181	.001	3.61	P < .01**
2.	3.773	0.777	731	3.656	0.893	588	.117	.002	2.05	P < .05*
3.	3.750	0.774	731	3.733	0.847	595	.017	.002	0.34	P > .05
4.	3.594	0.824	729	3.668	0.895	596	-.074	.002	-0.15	P > .05
5.	3.162	1.158	730	3.245	1.115	591	.083	.002	-0.62	P > .05
6.	3.203	1.124	725	3.147	1.078	597	.056	.002	0.03	P > .05
7.	3.336	1.163	720	3.441	1.229	596	-.105	.003	-0.74	P > .05
8.	3.391	1.062	723	3.543	1.058	598	-.152	.002	-1.26	P > .05
9.	3.623	0.901	725	3.703	0.937	596	.080	.002	-0.74	P > .05
10.	3.575	0.974	729	3.610	1.028	592	-.035	.002	-0.60	P > .05
11.	3.882	0.792	727	3.818	0.947	592	.064	.002	0.73	P > .05
12.	3.363	1.011	725	3.474	1.052	587	-.111	.002	-0.90	P > .05
13.	3.438	1.047	723	3.477	1.057	591	-.043	.002	-1.14	P > .05
14.	3.867	0.939	731	3.826	0.973	591	.041	.002	-1.27	P > .05
15.	2.705	1.372	726	3.071	1.342	592	-.366	.003	-1.73	P > .05
16.	3.001	1.260	729	3.065	1.249	589	.064	.003	-1.06	P > .05
17.	3.464	1.143	728	3.375	1.212	592	.089	.003	0.54	P > .05
18.	3.873	0.956	739	3.680	0.999	594	.193	.002	0.07	P > .05
19.	3.544	1.150	731	3.709	1.223	592	-.165	.003	-0.94	P > .05
20.	2.826	1.018	736	2.777	1.112	593	.049	.002	0.68	P > .05
21.	2.962	1.063	735	2.818	1.057	592	.144	.002	0.54	P > .05
22.	2.621	1.102	734	2.675	1.127	591	-.054	.002	-0.84	P > .05
23.	3.171	1.098	732	2.964	1.127	590	.207	.002	0.57	P > .05
24.	3.320	1.245	732	3.079	1.221	592	.241	.003	2.03	P < .05*
25.	2.805	1.229	733	2.733	1.143	592	.072	.003	0.74	P > .05
26.	3.437	1.323	732	3.120	1.312	593	.317	.003	1.81	P > .05
27.	3.736	0.999	730	3.398	1.079	593	.34	.003	1.19	P > .05
28.	3.611	0.988	730	3.462	1.124	591	.149	.003	0.07	P > .05
29.	3.557	1.036	729	3.386	1.161	586	.171	.002	0.38	P > .05
30.	3.287	1.161	732	3.246	1.209	590	.041	.003	0.0	P > .05
31.	3.582	1.012	732	3.524	1.032	590	.058	.002	-0.21	P > .05
32.	3.743	0.842	739	3.525	0.997	587	.218	.002	0.01	P > .05
33.	3.785	0.954	735	3.797	0.792	591	-.012	.002	0.54	P > .05
34.	3.143	1.259	732	3.009	1.337	579	.134	.003	-0.22	P > .05
35.	3.177	1.237	734	3.388	1.320	590	-.211	.003	-1.80	P > .05

HIGH ACHIEVING SCHOOLS			LOW ACHIEVING SCHOOLS							
No.	MeanH	S.D.	N	MeanL	S.D.	N	MI-ML	S.E.D.	t	P
36.	3.667	0.988	733	3.502	1.052	592	.165	.002	1.14	P > .05
37.	3.301	1.134	728	3.263	1.166	586	.038	.002	0.19	P > .05
38.	3.497	1.140	732	3.447	1.133	586	.050	.002	0.32	P > .05
39.	3.784	1.054	726	3.795	1.040	589	-.011	.002	0.07	P > .05
40.	3.390	1.096	734	3.591	1.118	587	-.201	.002	-2.51	P < .05*
41.	2.873	1.238	730	3.190	1.160	585	-.317	.002	-0.78	P > .05
42.	3.381	1.102	727	3.482	1.098	587	-.101	.002	-1.02	P > .05
43.	3.771	0.933	735	3.795	0.932	594	-.024	.002	-0.03	P > .05
44.	2.886	1.035	731	2.873	1.055	592	.013	.002	-1.29	P > .05
45.	3.141	1.272	733	3.253	1.249	590	-.112	.003	-0.99	P > .05
46.	3.736	0.914	728	3.512	1.074	586	.224	.003	0.61	P > .05
47.	3.640	1.000	726	3.646	1.071	587	-.004	.003	-0.64	P > .05
48.	3.569	1.049	721	3.268	1.146	583	.301	.002	1.75	P > .05
49.	3.501	1.224	729	3.668	1.040	585	-.167	.002	-0.45	P > .05
50.	3.274	1.368	723	3.474	1.200	584	-.020	.002	-0.73	P > .05
51.	3.339	1.169	719	3.442	1.121	581	-.103	.002	-0.63	P > .05
52.	3.606	0.928	728	3.543	1.045	581	.043	.002	0.68	P > .05
53.	3.890	0.746	735	3.752	0.923	593	.138	.002	0.55	P > .05

APPENDIX B
SUMMARY DATA ON TEACHER RESPONSES
TO
TEACHER OPINION INVENTORY

HIGH ACHIEVING SCHOOLS				LOW ACHIEVING SCHOOLS							
No.	Meanh	S.D.	N	Meanl	S.D.	N	Mh - Ml	S.E.D.	t	P	
1.	3.151	1.008	873	2.976	1.033	736	.175	.0018	0.50	P > .05	
2.	4.166	0.816	881	4.004	0.986	742	.162	.0016	0.55	P > .05	
3.	3.563	0.853	881	3.430	0.937	737	.133	.0016	0.55	P > .05	
4.	3.248	0.833	882	3.049	0.875	741	.199	.0015	1.21	P > .05	
5.	3.306	1.130	853	3.332	1.107	734	-.026	.0020	0.56	P > .05	
6.	3.103	0.989	835	3.112	1.005	726	.009	.0018	-0.47	P > .05	
7.	2.927	1.009	861	3.000	1.052	728	-.073	.0019	-1.07	P > .05	
8.	3.567	0.862	882	3.314	0.972	739	.253	.0016	-1.12	P > .05	
9.	3.400	0.970	864	3.250	1.048	731	.153	.0018	0.40	P > .05	
10.	4.088	0.954	879	3.804	1.072	738	.284	.0018	0.93	P > .05	
11.	3.678	1.213	860	3.632	1.184	731	.046	.0021	-0.06	P > .05	
12.	3.062	0.848	877	2.678	0.953	743	.384	.0016	2.93	P < .01**	
13.	3.490	0.731	879	3.428	0.839	739	.062	.0014	1.17	P > .05	
14.	3.741	0.581	878	3.636	0.685	740	.105	.0011	2.05	P < .05*	
15.	2.991	0.781	874	2.596	0.768	736	.395	.0014	6.14	P < .01**	
16.	3.855	0.605	877	3.780	0.690	738	.075	.0011	0.89	P > .05	
17.	3.692	0.765	878	3.367	0.885	730	.324	.0015	1.95	P > .05	
18.	3.662	0.643	876	3.509	0.737	731	.153	.0012	0.80	P > .05	
19.	3.842	0.792	880	3.707	0.882	738	.135	.0015	1.00	P > .05	
20.	4.162	0.610	881	3.966	0.729	738	.196	.0012	2.93	P < .01**	
21.	3.850	0.782	873	3.643	0.893	728	.207	.0015	1.62	P > .05	
22.	4.112	0.864	873	4.058	0.973	725	.054	.0016	-0.27	P > .05	
23.	3.963	0.710	871	3.875	0.929	721	.088	.0015	0.10	P > .05	
24.	3.352	1.176	877	3.298	1.228	735	.054	.0021	-0.07	P > .05	
25.	2.999	0.712	872	2.738	0.741	732	.261	.0013	2.12	P < .01	
26.	2.934	0.926	876	3.436	0.948	736	.498	.0017	1.32	P > .05	
27.	2.317	0.660	877	2.616	0.844	734	-.299	.0014	-3.51	P < .05**	
28.	3.621	0.616	878	3.470	0.727	738	.151	.0012	2.08	P < .05*	
29.	3.251	0.954	878	2.901	1.033	736	.350	.0018	1.57	P > .05	
30.	3.469	0.891	880	3.354	0.900	735	.115	.0016	1.27	P > .05	
31.	4.123	0.845	879	3.866	0.946	738	.257	.0016	0.58	P > .05	
32.	3.509	0.980	875	3.348	1.124	736	.161	.0019	0.16	P > .05	
33.	3.795	0.838	879	3.601	0.951	732	.194	.0016	0.43	P > .05	
34.	3.774	0.679	881	3.565	0.779	738	.209	.0013	1.01	P > .05	
35.	3.231	0.846	874	3.099	0.949	726	.132	.0016	0.48	P > .05	

HIGH ACHIEVING SCHOOLS LOW ACHIEVING SCHOOLS

No.	MeanH	S.D.	N	MeanL	S.D.	N	MI-NL	S.E.P	t	P
36.	3.833	0.807	881	3.713	0.916	736	.126	.0015	0.94	P > .05
37.	3.730	0.791	880	3.607	0.924	732	.127	.0016	0.48	P > .05
38.	3.416	0.872	876	3.324	0.958	729	.092	.0016	0.07	P > .05
39.	4.142	1.064	866	4.317	0.937	725	-.175	.0018	-2.41	P < .01**
40.	2.437	0.805	881	2.345	0.760	736	.092	.0014	1.21	P > .05
41.	3.502	0.952	878	3.261	0.911	740	.241	.0016	1.12	P > .05
42.	3.660	0.875	882	3.450	0.950	740	.210	.0016	0.58	P > .05
43.	3.033	0.900	877	2.588	0.926	740	.445	.0016	1.39	P > .05
44.	4.002	0.855	881	3.525	0.983	737	.477	.0016	2.99	P < .01**
45.	3.156	1.106	877	3.058	1.146	742	.098	.0020	-0.82	P > .05
46.	3.960	0.997	880	3.814	1.076	742	.146	.0019	0.34	P > .05
47.	2.703	0.769	870	2.693	0.736	736	.010	.0013	-1.05	P > .05
48.	2.864	0.569	853	2.813	0.685	733	.051	.0011	0.28	P > .05
49.	2.606	0.823	846	2.354	0.920	714	.252	.0016	-0.46	P > .05
50.	2.887	0.611	852	2.930	0.754	731	-.043	.0012	0.43	P > .05
51.	2.507	0.832	846	2.406	0.828	722	.101	.00151	-0.26	P > .05
52.	3.262	0.963	846	3.386	0.940	731	-.124	.0017	-1.00	P > .05
53.	2.864	0.551	840	2.884	0.563	730	-.020	.0010	-0.29	P > .05
54.	2.630	0.698	830	2.681	0.716	725	-.051	.0013	-1.14	P > .05
55.	2.975	0.555	833	2.866	0.729	733	.109	.0012	1.80	P > .05
56.	2.980	0.874	834	2.928	0.865	732	.052	.0016	-0.71	P > .05
57.	2.990	0.600	834	2.826	0.605	730	.164	.0011	1.08	P > .05
58.	2.913	0.467	839	2.876	0.550	725	.037	.0009	1.29	P > .05
59.	2.657	0.843	842	2.733	0.908	730	-.076	.0016	-0.98	P > .05
60.	2.550	0.753	854	2.499	0.836	732	.051	.0014	-0.94	P > .05
61.	2.173	0.770	859	2.023	0.777	728	.150	.0014	1.03	P > .05
62.	2.109	0.775	856	1.966	0.782	727	1.103	.0014	2.44	P < .01**
63.	1.852	0.707	864	1.753	0.759	730	.099	.0013	0.72	P > .05
64.	2.346	0.763	873	2.251	0.836	734	.095	.0014	0.99	P > .05

APPENDIX C
SUMMARY DATA ON STUDENT RESPONSES
TO
STUDENT OPINION INVENTORY

HIGH ACHIEVING SCHOOLS				LOW ACHIEVING SCHOOLS						
No.	Meanh	S.D.	N	Meanl	S.D.	N	Mh - Ml	S.E.D.	t	P
1.	3.259	1.093	820	2.968	1.148	697	.291	.0021	2.51	P < .01**
2.	3.584	0.865	826	3.549	0.964	697	.035	.0017	0.97	P > .05
3.	3.079	1.254	823	2.967	1.247	701	.112	.0023	1.31	P > .05
4.	4.018	1.012	826	4.126	1.029	697	-.108	.0019	-0.35	P > .05
5.	3.802	0.986	819	3.609	1.133	695	.193	.0020	2.49	P < .01**
6.	3.963	0.909	827	4.073	0.989	700	-.109	.0018	-0.36	P > .05
7.	3.901	0.767	827	4.050	0.854	699	-.149	.0015	-1.65	P > .05
8.	4.016	0.860	826	3.977	0.888	700	.039	.0017	0.35	P > .05
9.	3.766	0.904	826	3.919	0.945	700	-.153	.0017	-0.87	P > .05
10.	3.925	0.761	826	4.006	0.889	699	-.081	.0016	-0.72	P > .05
11.	3.792	1.062	825	3.356	1.183	700	.436	.0021	2.19	P < .05**
12.	3.200	1.078	825	3.310	1.129	699	-.110	.0021	-0.39	P > .05
13.	3.573	1.313	806	3.503	1.386	692	.070	.0026	0.50	P > .05
14.	3.720	1.275	815	3.728	1.286	698	-.008	.0024	0.08	P > .05
15.	3.779	1.082	819	3.705	1.080	696	.074	.0020	1.01	P > .05
16.	3.389	1.319	797	3.320	1.355	694	.069	.0026	0.30	P > .05
17.	3.020	1.560	800	2.925	1.535	696	.095	.0029	-0.09	P > .05
18.	3.610	0.893	816	3.616	0.968	695	-.006	.0017	0.14	P > .05
19.	3.564	0.922	819	3.662	0.943	693	-.098	.0018	-0.22	P > .05
20.	3.193	1.128	822	3.409	1.162	697	-.216	.0021	-0.64	P > .05
21.	2.962	1.192	824	3.152	1.168	699	-.190	.0022	-0.31	P > .05
22.	2.976	1.241	821	3.187	1.264	696	-.211	.0024	-0.82	P > .05
23.	2.802	1.229	823	2.867	1.316	697	-.065	.0024	-0.18	P > .05
24.	3.453	0.888	827	3.734	0.968	698	-.281	.0018	-2.37	P < .05**
25.	3.615	0.887	828	3.749	0.988	701	-.134	.0017	-0.86	P > .05
26.	3.839	0.924	828	3.914	0.934	699	-.075	.0017	-0.77	P > .05
27.	3.900	0.886	828	3.848	0.917	698	.052	.0017	0.58	P > .05
28.	3.659	0.866	827	3.786	0.919	696	-.127	.0017	-0.58	P > .05
29.	4.116	0.861	827	3.924	0.986	697	.192	.0017	1.62	P > .05
30.	3.902	1.064	824	3.769	1.060	697	.133	.0020	1.05	P > .05
31.	3.909	0.859	827	3.761	0.958	696	.148	.0017	0.60	P > .05
32.	3.832	1.028	827	3.717	0.949	695	.115	.0018	0.89	P > .05
33.	3.782	0.948	827	3.704	0.933	696	.078	.0017	-0.43	P > .05
34.	3.742	0.949	828	3.623	0.981	697	.119	.0018	-0.32	P > .05

APPENDIX B: RESPONSE BY SCHOOLS

SCHOOL NO.	NUMBER QUEST.	PARENT RETURNS	% R.	TEACHER RETURNS	% R.	STUDENT RETURNS	% R.	TOTAL RETURNS	% R.
2.	57	38	67	39	68	39	68	116	68
3.	123	42	34	60	49	52	42	164	44
4.	72	27	38	33	46	30	42	90	42
5.	25	10	40	11	44	10	40	31	41
6.	14	10	71	11	79	11	79	31	79
11.	32	16	50	21	66	19	59	56	58
12.	100	34	34	40	40	39	39	113	38
14.	100	55	55	65	65	62	62	182	61
15.	50	27	54	30	60	31	62	88	59
17.	90	50	56	49	54	50	56	149	55
18.	82	41	50	56	68	48	59	145	59
19.	56	10	18	14	25	13	23	37	22
20.	93	67	72	82	88	74	80	223	80
22.	34	21	62	24	71	12	35	57	56
23.	25	17	68	26	100	22	88	65	87
24.	53	33	62	38	72	35	66	106	67
26.	38	23	61	28	74	27	71	78	68
27.	35	31	89	35	100	21	60	87	83
28.	48	9	19	12	25	12	25	33	23
29.	42	18	43	22	52	20	48	60	48
30.	13	4	31	4	31	4	31	12	31
33.	71	40	56	63	89	58	82	161	76
34.	72	44	61	55	76	53	74	152	70
35.	38	31	82	40	100	37	97	108	95
36.	89	28	31	39	44	36	40	103	39
37.	96	70	73	76	79	77	80	223	77
38.	80	46	58	53	66	50	63	149	62
39.	51	31	61	38	75	37	73	106	69
40.	115	98	85	112	97	111	96	321	93
41.	91	38	42	42	46	40	44	120	44
42.	70	39	56	51	73	51	73	141	67
43.	105	40	38	57	54	51	49	148	47
44.	27	15	56	21	78	20	74	56	69
45.	19	13	68	17	89	15	79	45	79
46.	59	25	42	29	49	30	51	84	47
47.	105	77	73	87	83	85	81	249	79
48.	23	17	74	19	83	21	91	57	83
49.	132	57	43	65	49	64	48	186	47
50.	59	40	68	53	90	51	86	144	81
51.	29	11	38	12	41	12	41	35	40
Mean	62.9	33.6	54.5	40.7	66.0	38.0	61.4	112.8	60.1
Median	58	31	56	38.5	68	36.5	62	106	61.5
S.D.	32.5	20.5	17.3	23.8	20.9	23.6	19.9	67.5	18.9

APPENDIX E: PARTICIPATING SCHOOLS

SCHOOL NUMBER	SCHOOL ORGANIZA- TION	NUMBER OF FACULTY	COMMUNICA TION SCORE	MATHEMATICS SCORE	TOTAL SCORE	HIGH OR LOW RANKING
2.	9-12	57	96	65	66	LOW
3.	9-12	123	89	43	43	LOW
4.	9-12	72	80	36	36	LOW
5.	K-12	25	100	94	93	HIGH
6.	10-12	14	99	86	86	HIGH
11.	9-12	32	48	10	10	LOW
12.	9-12	100	88	45	45	LOW
14.	10-12	100	100	85	86	HIGH
15.	7-12	50	89	57	57	LOW
17.	10-12	90	92	52	52	~~HIGH~~ LOW
18.	10-12	82	94	59	59	LOW
19.	10-12	56	77	27	27	LOW
20.	10-12	93	100	90	90	HIGH
22.	K-12	34	100	91	91	HIGH
23.	7-12	25	98	44	44	~~HIGH~~ LOW
24.	10-12	53	94	51	52	LOW
26.	7-12	38	100	90	90	HIGH
27.	K-12	35	100	90	90	HIGH
28.	K-12	48	100	98	96	HIGH
29.	9-12	42	90	60	59	LOW
30.	K-12	13	100	92	92	HIGH
33.	9-12	71	98	87	87	HIGH
34.	9-12	72	97	57	57	LOW
35.	8-12	38	100	95	95	HIGH
36.	9-12	89	100	91	92	HIGH
37.	10-12	96	99	87	87	HIGH
38.	10-12	80	99	88	88	HIGH
39.	10-12	51	88	37	37	LOW
40.	10-12	117	99	87	87	HIGH
41.	9-12	91	89	30	30	LOW
42.	9-12	70	96	56	56	LOW
43.	10-12	105	97	59	59	~~HIGH~~ LOW
44.	7-12	27	95	41	42	LOW
45.	K-12	19	100	96	96	HIGH
46.	9-12	59	100	87	87	HIGH
47.	10-12	104	99	88	99	HIGH
48.	3-12	23	100	100	100	HIGH
49.	9-12	132	100	89	89	HIGH
50.	9-12	59	92	56	56	LOW
51.	K-12	29	100	94	94	HIGH

APPENDIX F
FORMAT FOR CONGRUENT STUDY PARENTS

Columns	Format	Variable label	Description
1-53	53F1.0	P1 TO P53 (5)=A (4)=B (3)=C (2)=D (1)=E (0)=Missing	Parent Questions 1 to 53.
54-64 65	11X F1.0	----- SCHLORGP (1) 9-12 (2) 10-12 (3) 7-12 (4) K-12 (5) Other	Blank
66-68	F3.0	COMSKLSP	School Score on English..
69-71	F3.0	MTHSKLSP	School Score on Math.
72-73	F2.0	TOTLSKLP	Total combined score.
74-75-76	F3.0	NOFACULP	
77	F1.0	HIGHLOWP (1) LOW (2) HIGH	
78	F1.0	PTS (1) PARENTS (2) TEACHERS (3) STUDENTS	
79-80	F2.0	NAMESCHL	Name of School

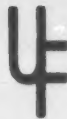
Note: The actual names of each school have been omitted below.

COLUMNS	FORMAT	FORMAT FOR TEACHER CARD	
		VARIABLE LABEL	DESCRIPTION
1-64	64F1.0	T1 TO T64 (5)=A (4)=B (3)=C (2)=D (1)=E (0)=MISSING	TEACHER QUESTIONS
65	F1.0	SCHLORGP (1) 9-12 (2) 10-12 (3) 7-12 (4) K-12 (5) OTHER	
66-68	F3.0	CONSKLST	
69-71	F3.0	MTHSKILT	
72-73	F2.0	TOTLSCRT	
74-75-76	F3.0	NOFACULT	
77	F1.0	HIGHLOWT (1) LOW (2) HIGH	
78	F1.0	PTS (1) PARENTS (2) TEACHERS (3) STUDENTS	
79-80	F2.0	NAMESCHL	

FORMAT FOR STUDENT CARD

1-34	34F1.0	S1 TO S34
		(5)=A
		(4)=B
		(3)=C
		(2)=D
		(1)=E
		(0)=MISSING
35-64	30x	
65	F1.0	SCHLORGS
66-68	F3.0	CONSKLSS
69-71	F3.0	MTHSKILS
72-73	F2.0	TOTLSKLS
74-75-76	F3.0	NOFACULS
77		
		(1)=E
		(0)=MISSING
35-64	30x	
65		

COLLEGE OF EDUCATION

UNIVERSITY OF FLORIDA
Gainesville, Florida - 32611

March 1, 1980

Dear Parent:

Your son or daughter has brought home a Parent Opinion Inventory. This is to ask if you will please take about 20 minutes of your time to fill it out. Then, place it in the accompanying envelope, seal it, and request your son or daughter to return it to school.

You were selected from a sampling of parents in your school. Your school is part of a sampling of schools in Florida. Because of this, it is especially important that we hear from you; your opinions speak for a large number of other parents.

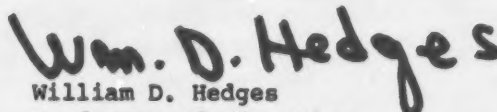
Please do not put your name on the envelope or Inventory. No one will know exactly which one was filled out by whom. The results will be statistically analyzed using the computer here at the University of Florida in Gainesville. It is hoped and believed that the results will be useful in helping us develop better ways of improving education in the State of Florida.

Either parent may fill it out (or both while discussing it), or the guardian or grandparents or other adults in charge.

The Parent Opinion Inventory is published and sponsored by the National Study of Evaluation, a non-profit organization which produces the criteria for School Accreditation across the United States.

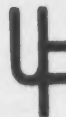
I wish to thank you very sincerely in advance for taking the time and giving the thought necessary to assist with this research.

Sincerely,


William D. Hedges
Professor of Education

WDH:mp

COLLEGE OF EDUCATION

UNIVERSITY OF FLORIDA
gainesville, florida - 32611

March 1, 1980

Dear Faculty Member:

You are asked to take a few minutes of your time to assist with a research project sponsored by the National Study of Evaluation, the organization that produces the criteria for the evaluation of secondary schools and colleges in the United States. Your school is one of fifty-two high schools in Florida that are participating in this study.

The purpose of the study is to analyze the attitudes of three groups of persons important to a school, i.e. faculty, parents, and students. The results will be used to, hopefully, help us devise ways of continuing to improve schooling in Florida.

You are asked, if you will, please to do the following:

1. Fill out the Teacher Opinion Inventory (about 20 minutes). Place it in your envelope and seal it.
2. Ask the student indicated on the paper in your envelope to do the same. If the class indicated is not large enough or if the student is doing the same in another class, subtract 5 from the number indicated (or 20 or 25) until you reach a student.
3. For the parent Inventory, go to that parent's son or daughter in your class, ask him or her to take it home, have it filled out and return it.
4. Each day for several days please remind the students to turn them in if they have not yet done so.
5. Return the sealed envelopes to the school representative who sent them out. He or she will mail them back to me unopened.

Your superintendent and principal were contacted for permission to approach you. They have given me permission and your school representative who put them in your mailbox very kindly agreed to help too.

You should know this is non-profit research; there is not a penny in it for me. Also, having been a high school teacher, I am very aware of how busy you are and that you perhaps wonder why you should go to this trouble. I can only say that it promises to help us devise better ways to design our school programs.

The basic idea is to investigate the research hypothesis that there is a high congruence among and between the three groups, faculty, parents and students, in their attitudes towards the educative process in high achieving groups and a dissonance among and between these in lower achieving schools. This study is designed to check out this theory.

All data will be statistically analyzed using the University of Florida computer; no schools will be identified. In view of the sampling procedure employed, it is urgent that we obtain each return, therefore I hope you will participate.

I wish to thank you in advance for taking the time and effort.

Sincerely,

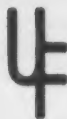
Wm. D. Hedges
William D. Hedges

Professor of Education

133

WDH:mp

COLLEGE OF EDUCATION

UNIVERSITY OF FLORIDA
gainesville, florida - 32611

March 1, 1980

Dear High School Student:

You were selected in a sampling of Florida high school students to give your opinions on a number of questions. There are no right or wrong answers.

I hope you will take the time (about 15 minutes) to circle your answers because you are speaking for about 25 other students who were not selected.

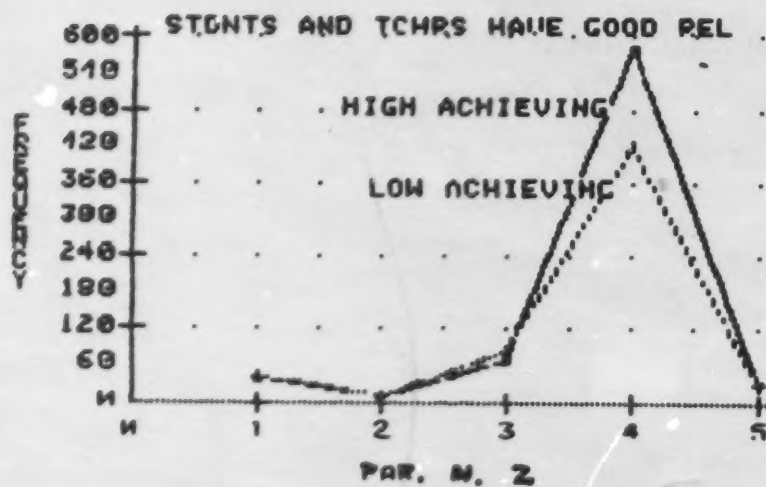
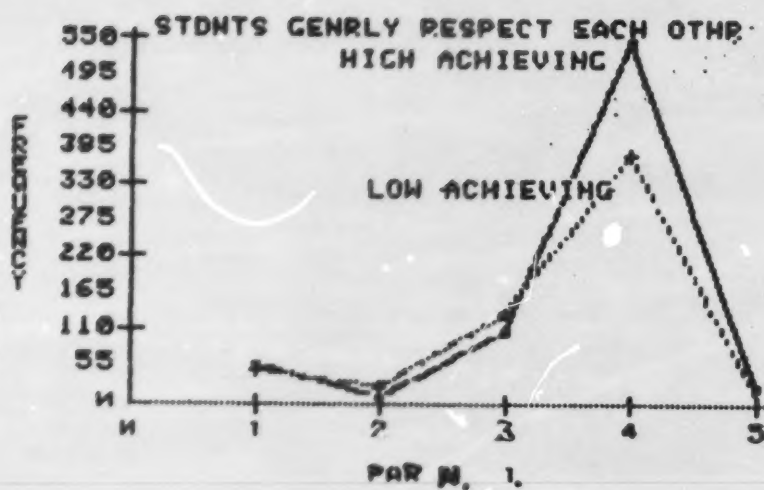
Please answer exactly how you feel. Then place the Inventory in the envelope, seal it, and return it to your teacher. Your teacher will place it, unopened, in a box with the others and mail them back to me for analysis by computer here at the University of Florida.

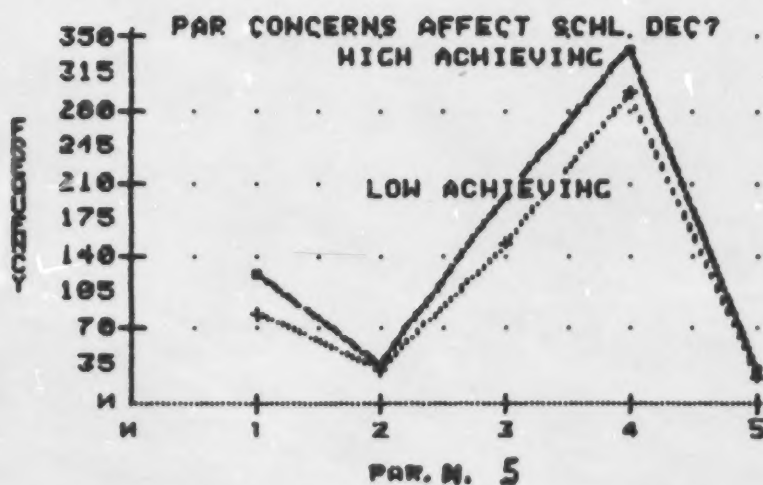
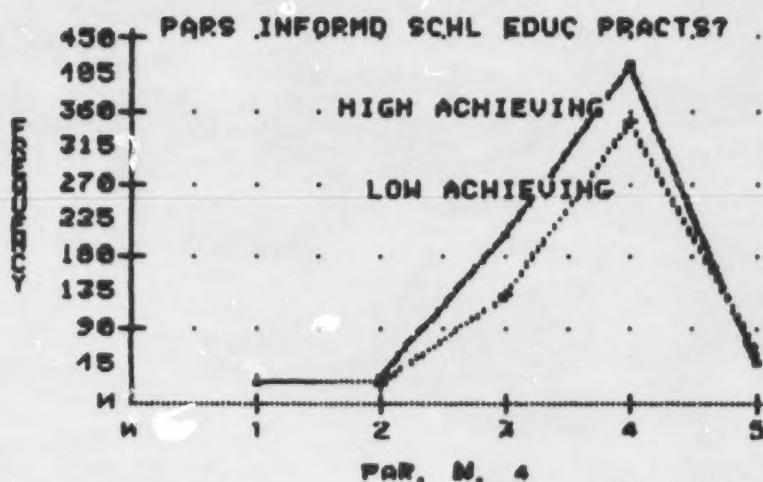
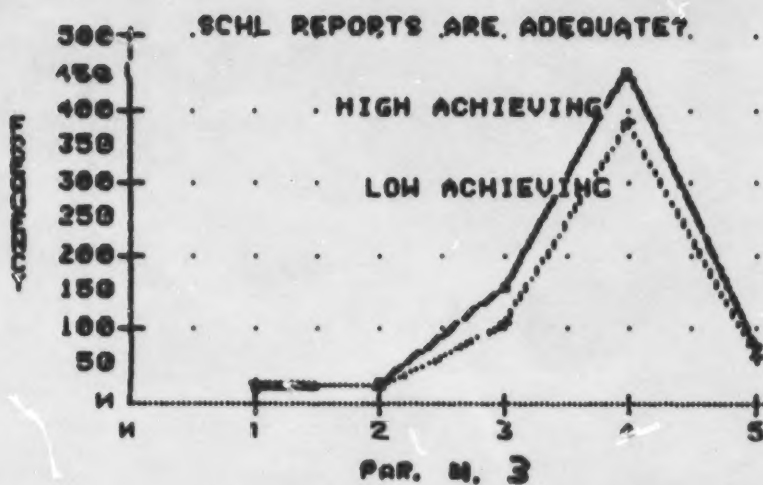
I wish to thank you very sincerely in advance for doing this. The results will be helpful in developing ways to improve our schools in the State of Florida.

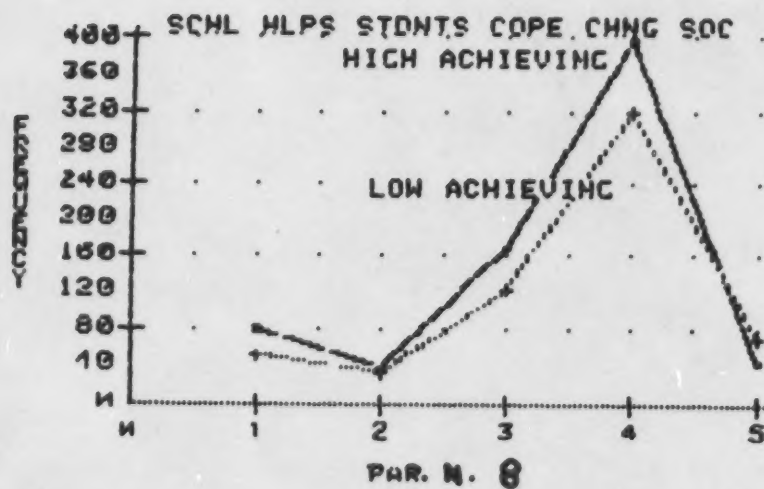
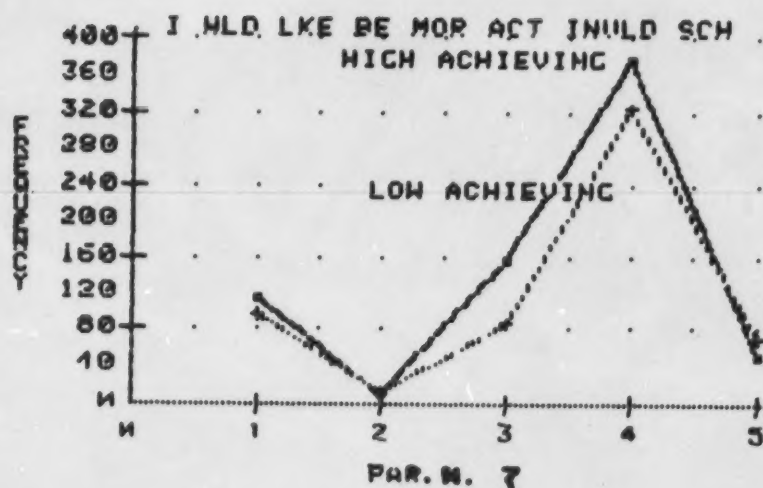
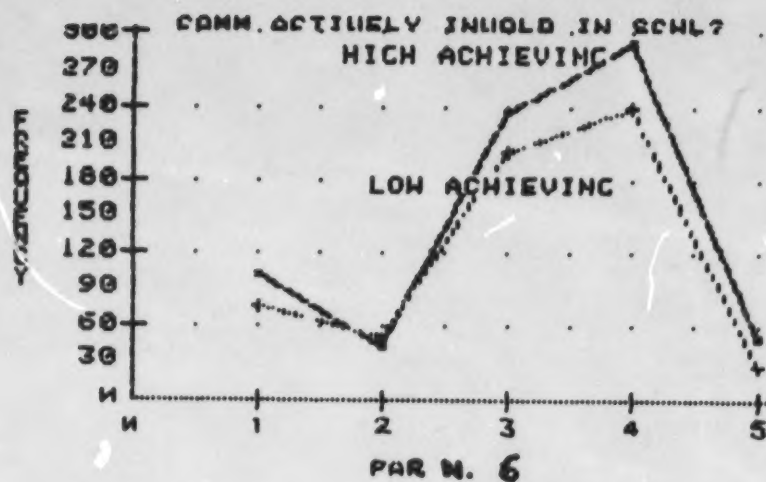
Sincerely,

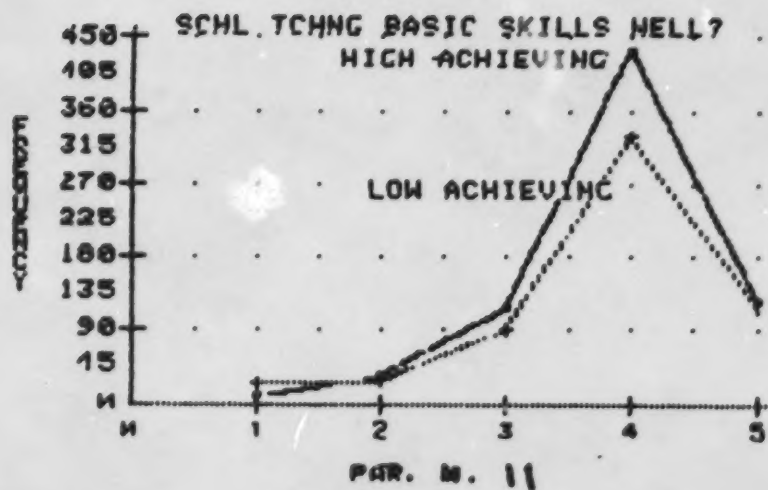
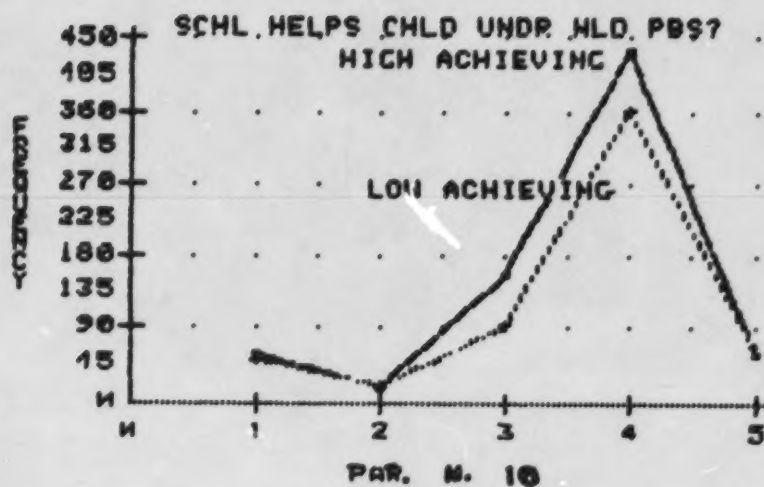
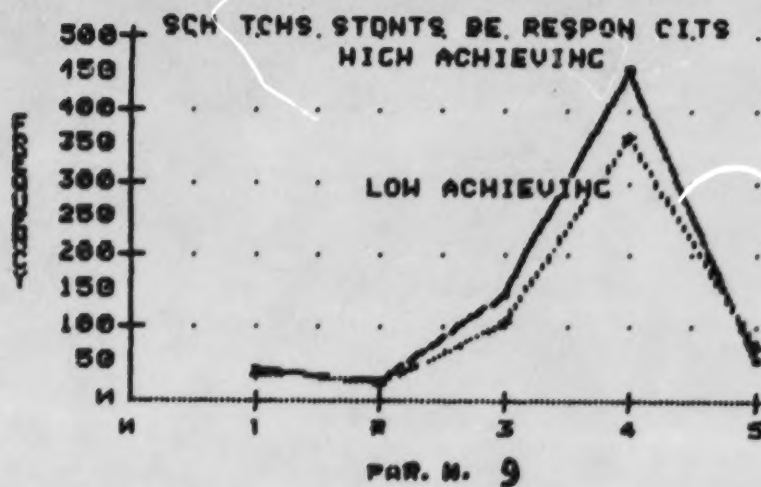
Wm. D. Hedges
William D. Hedges
Professor of Education

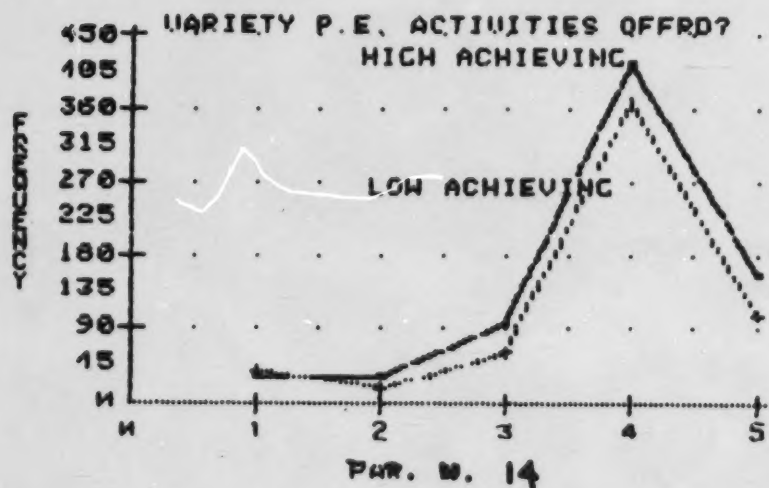
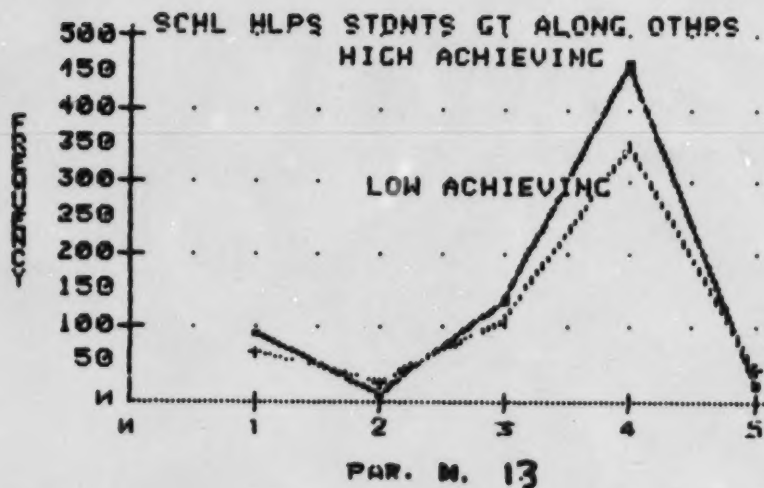
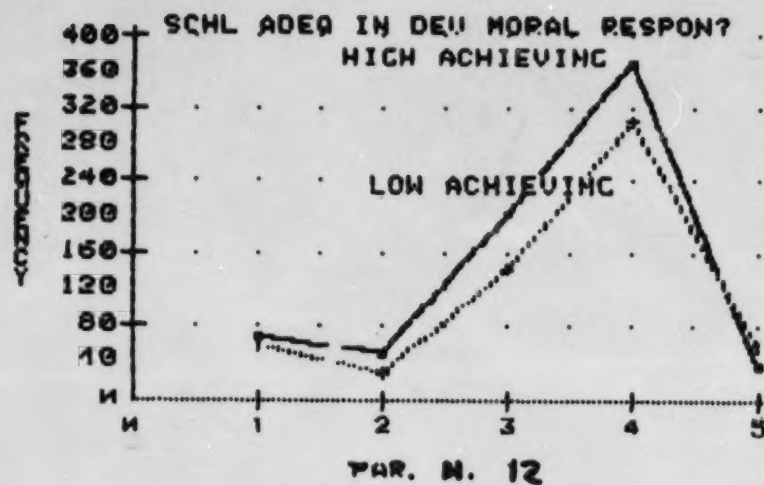
WDH:mp

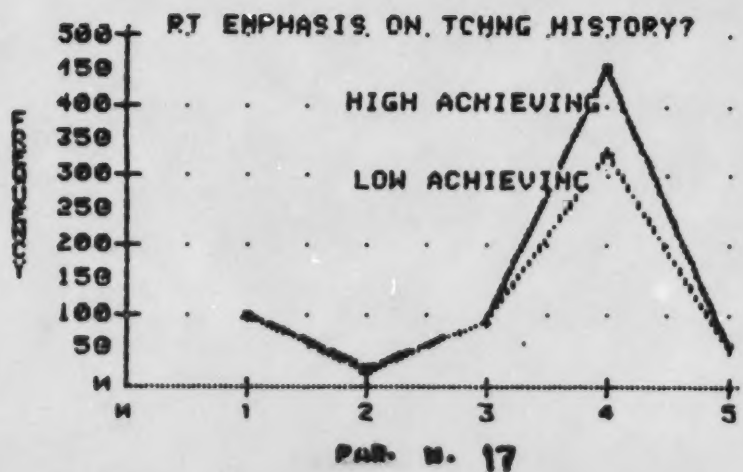
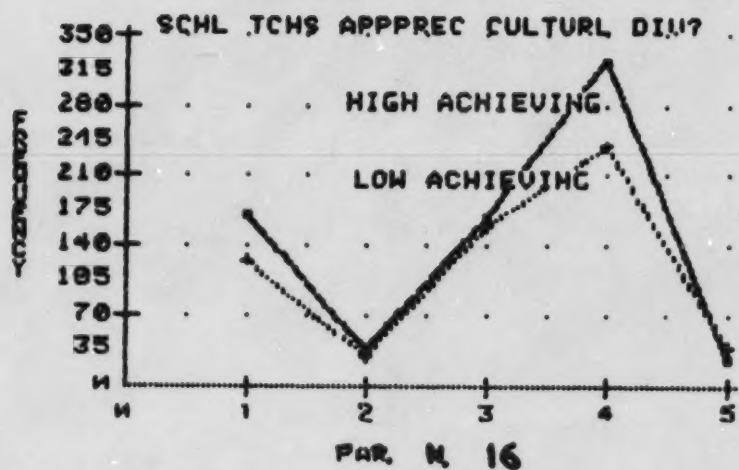
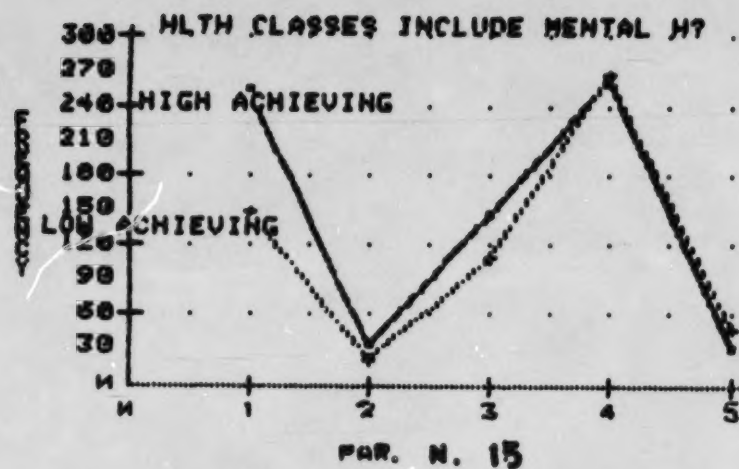


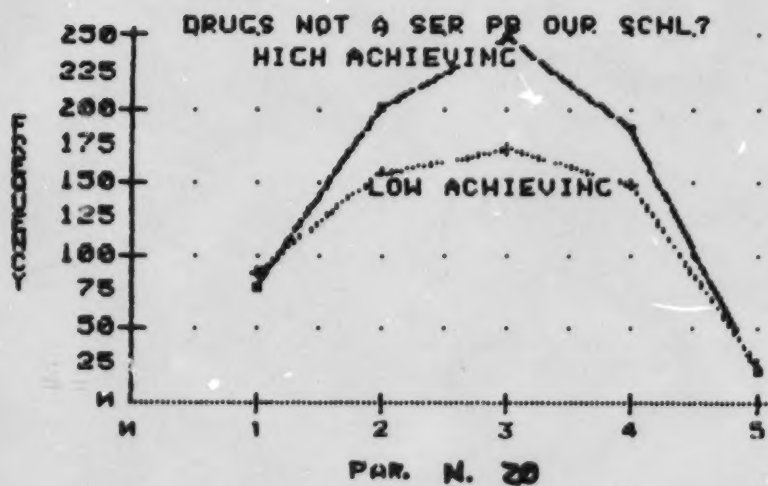
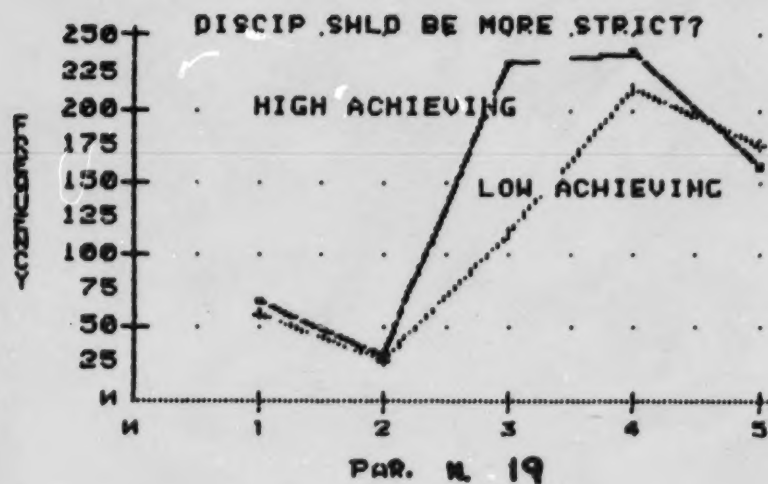
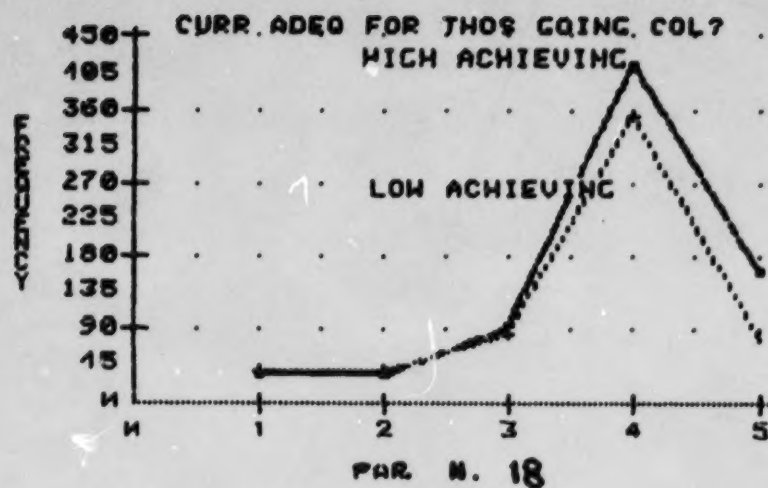


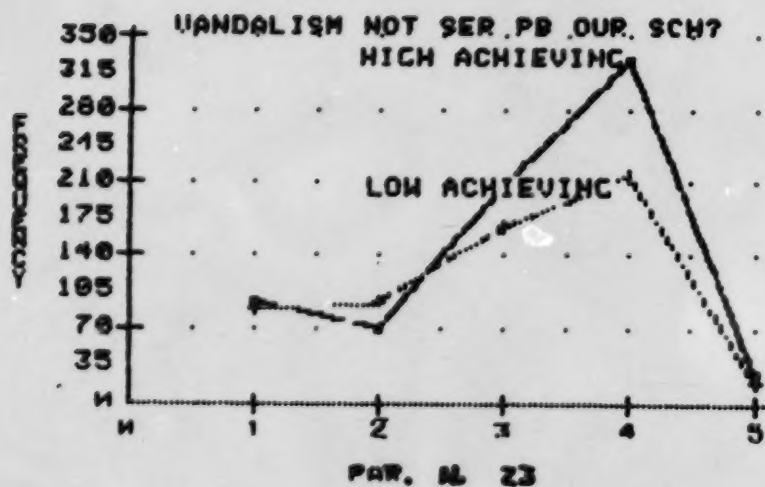
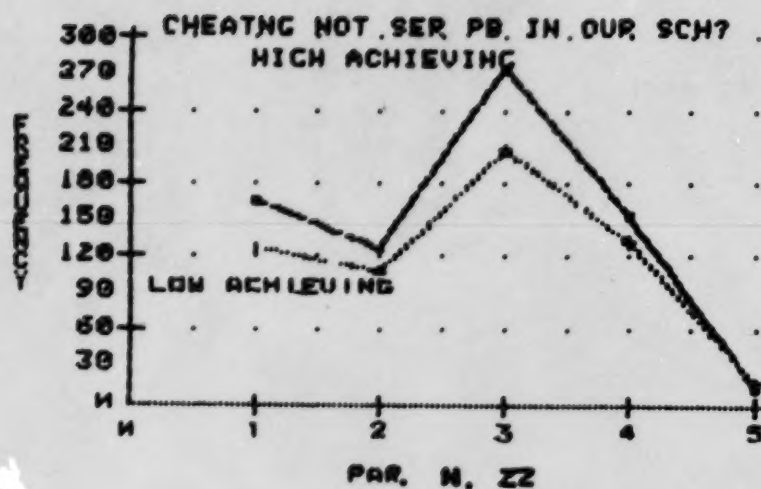
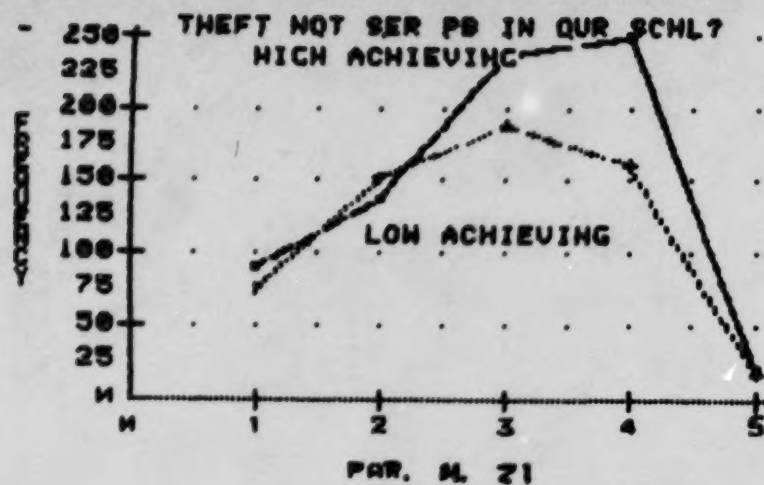


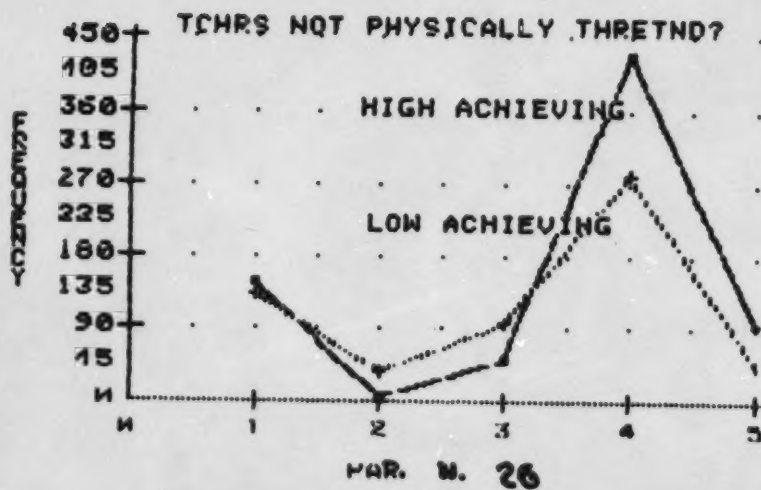
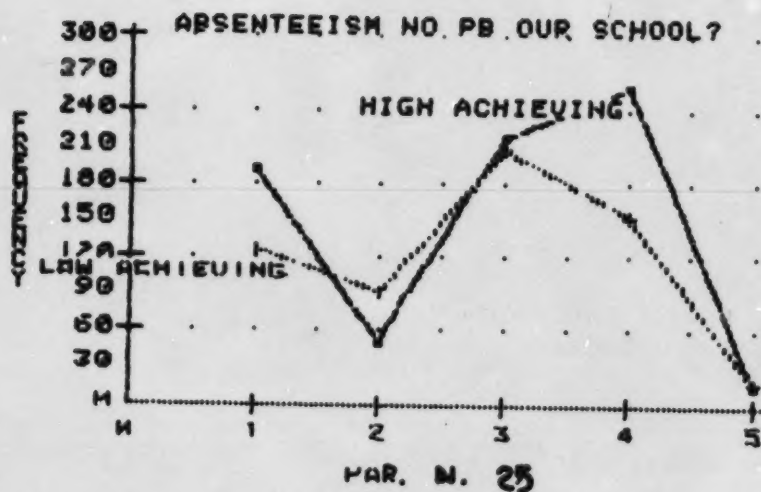
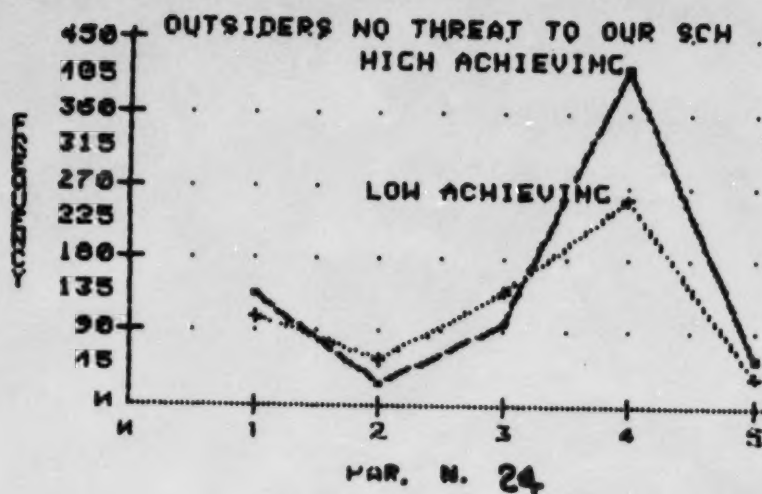


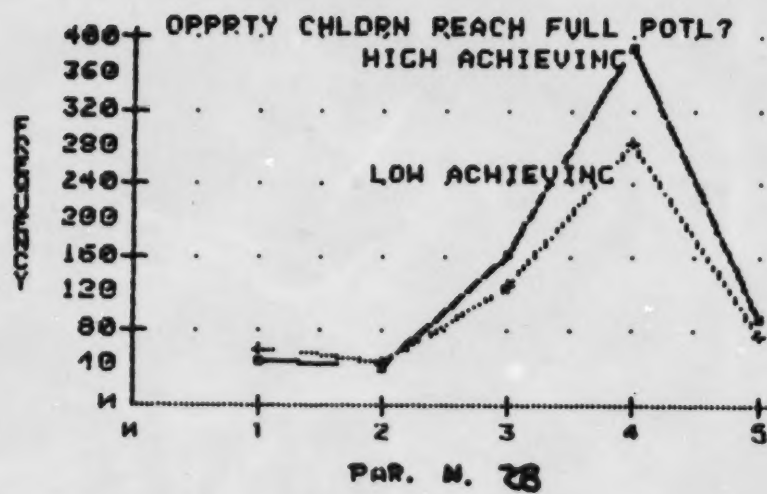
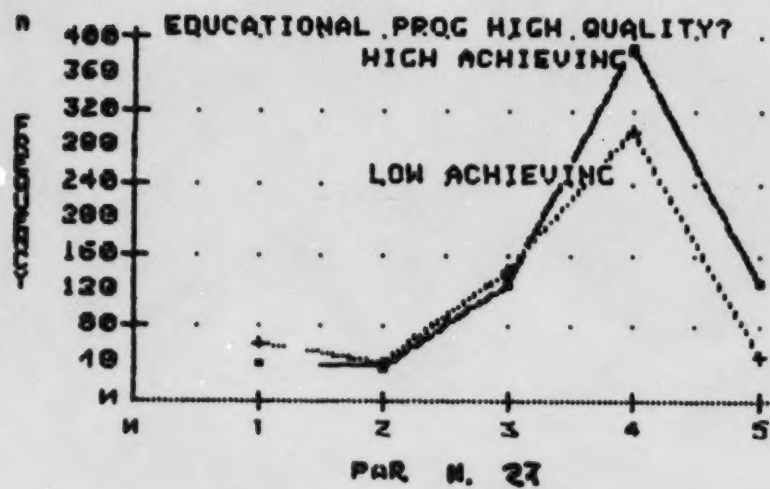


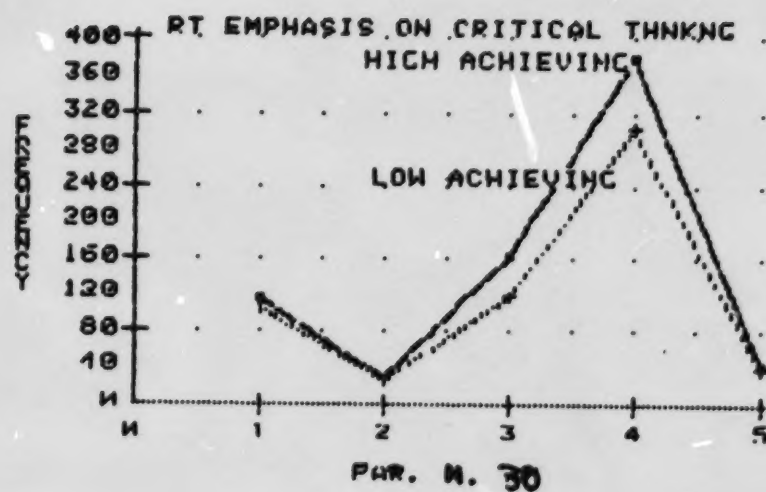
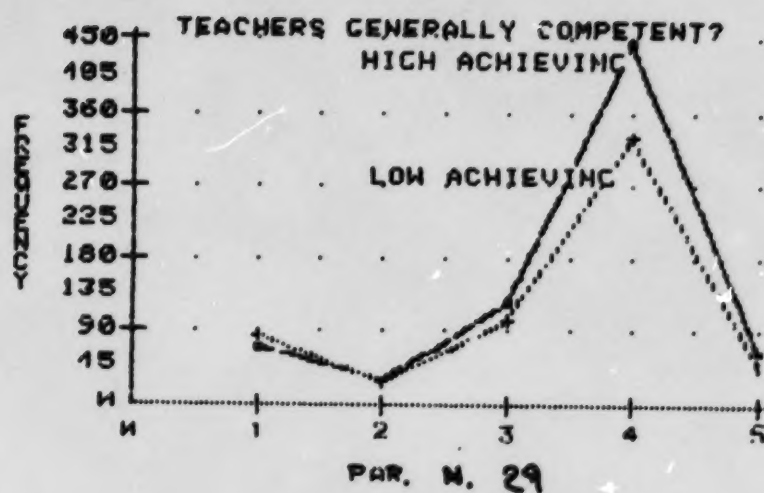


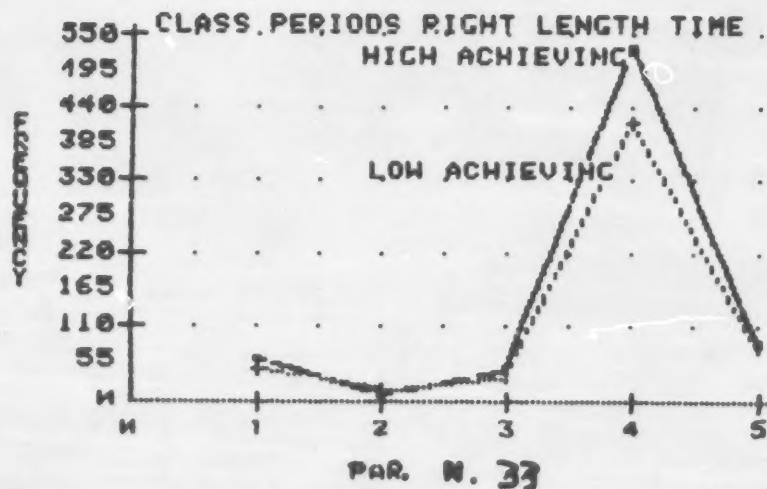
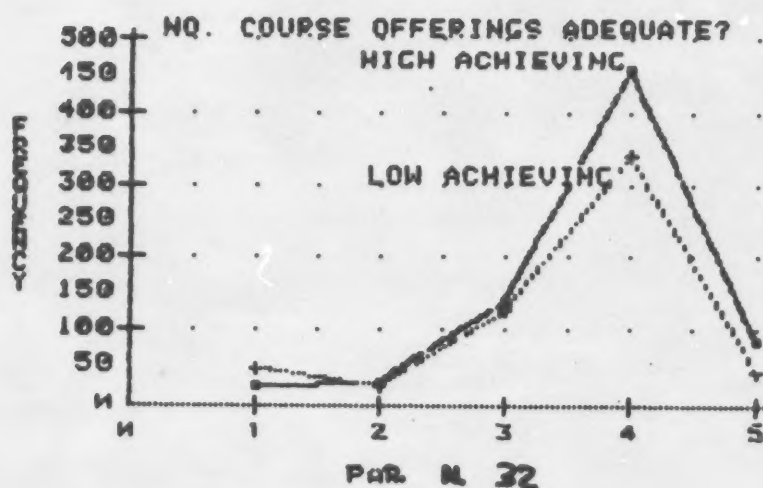
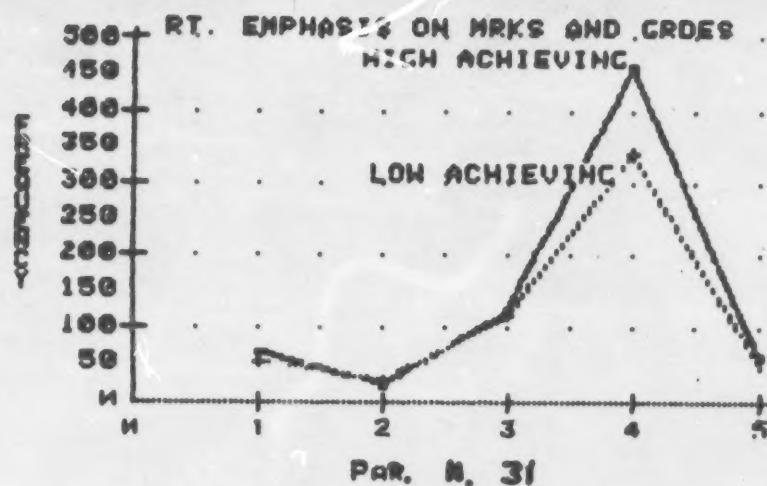


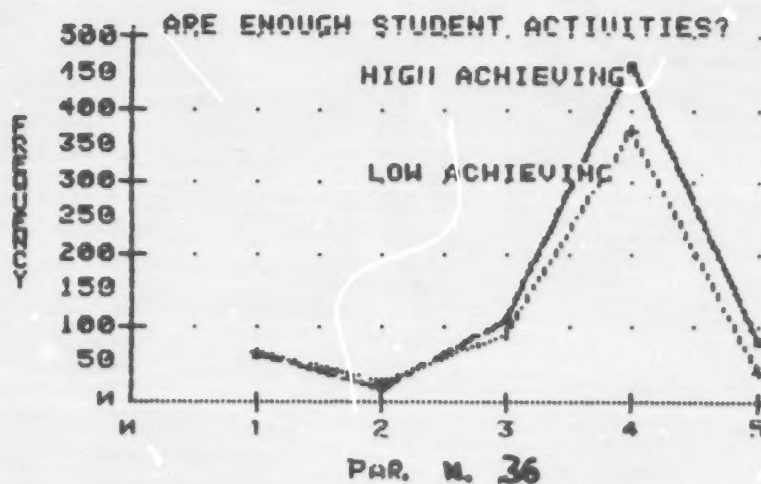
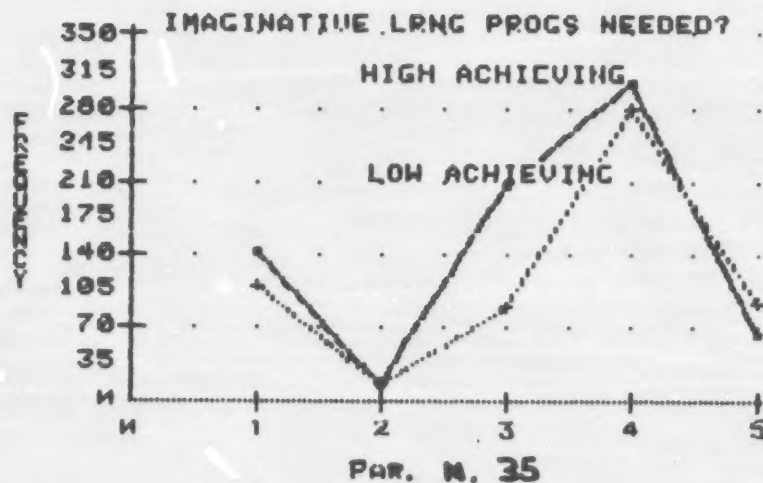
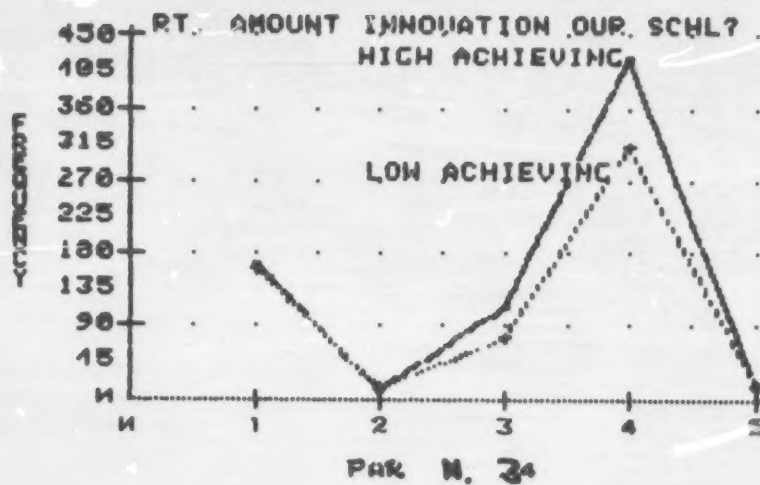


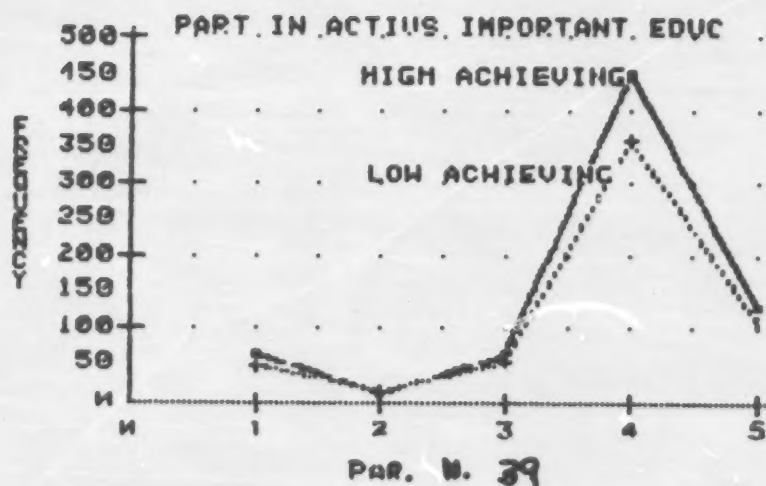
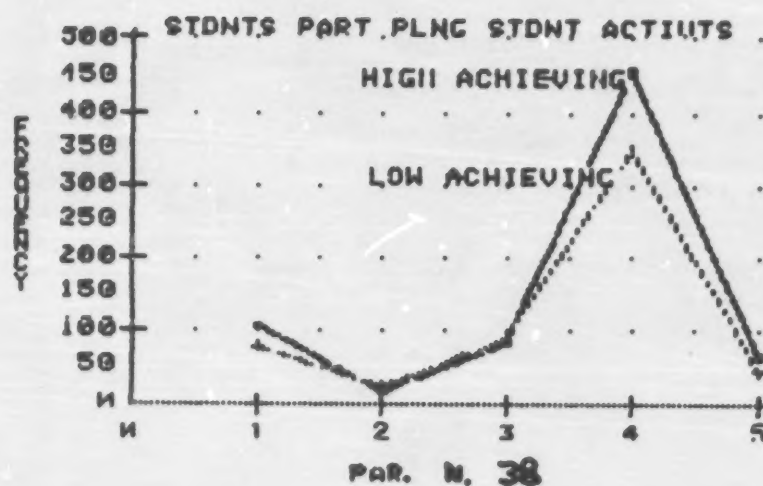
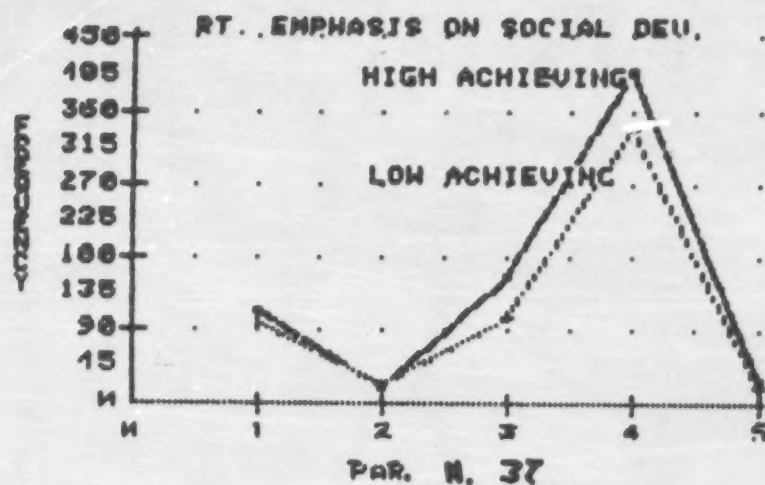


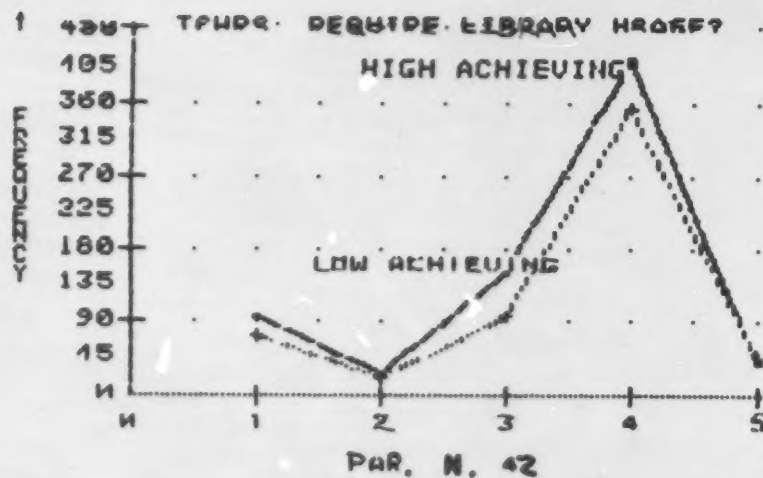
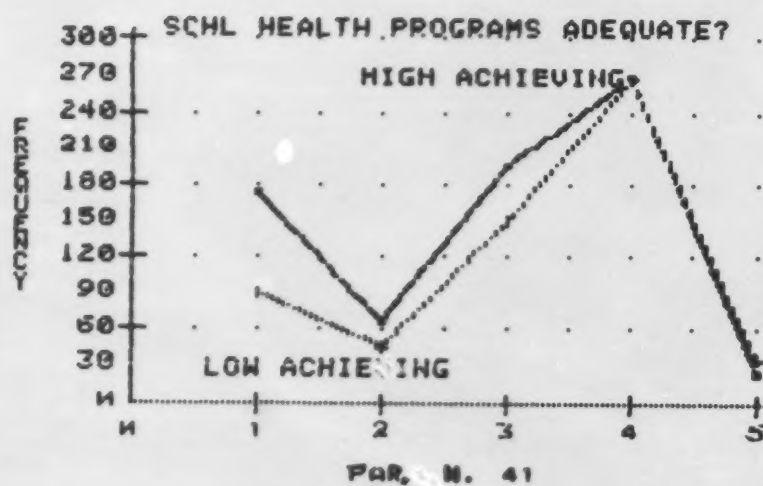
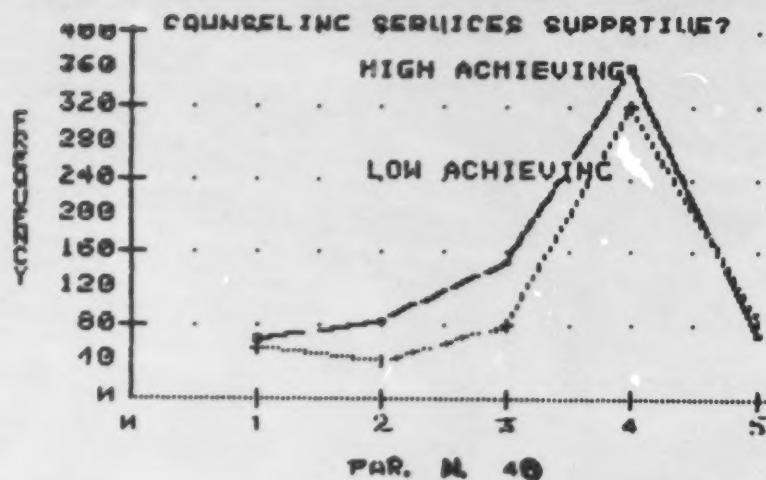


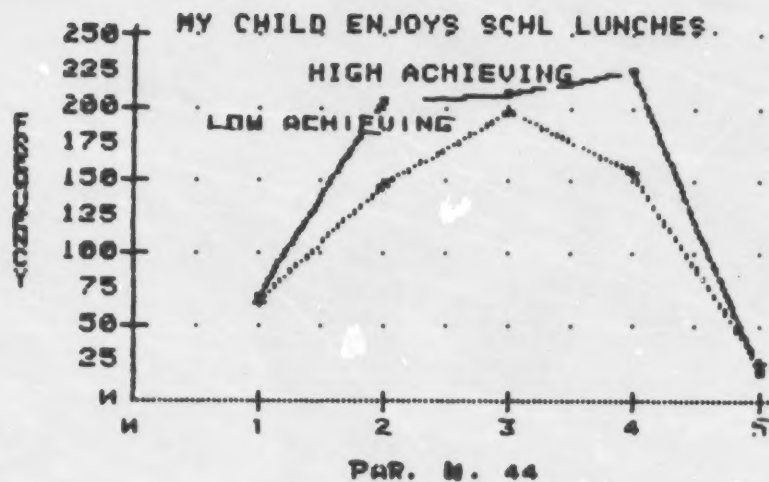
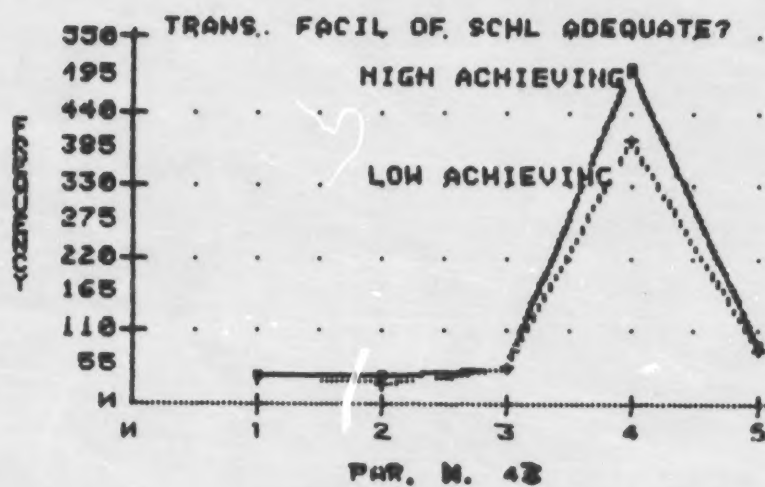


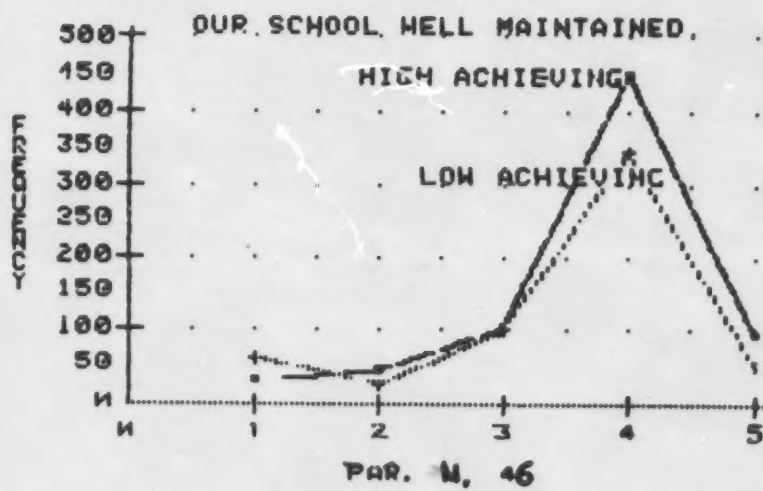
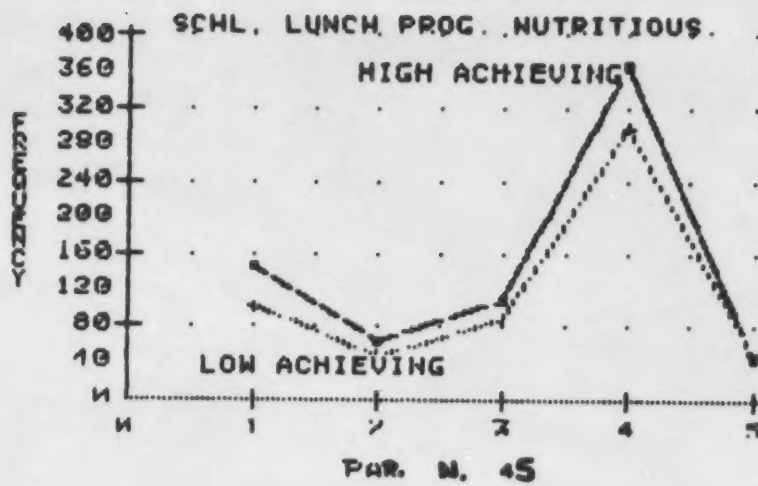


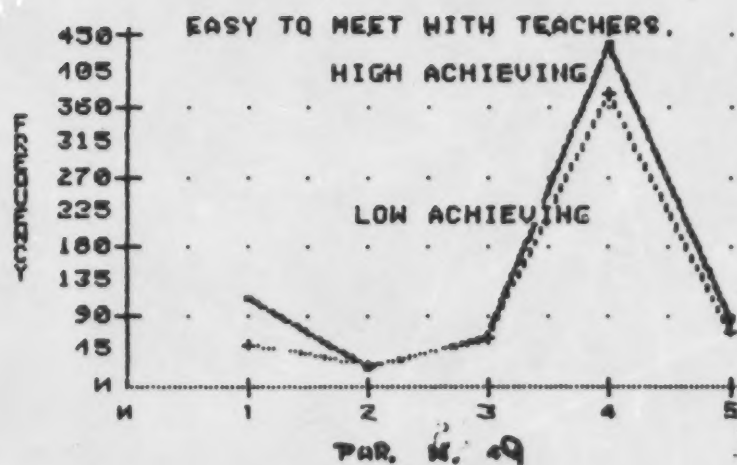
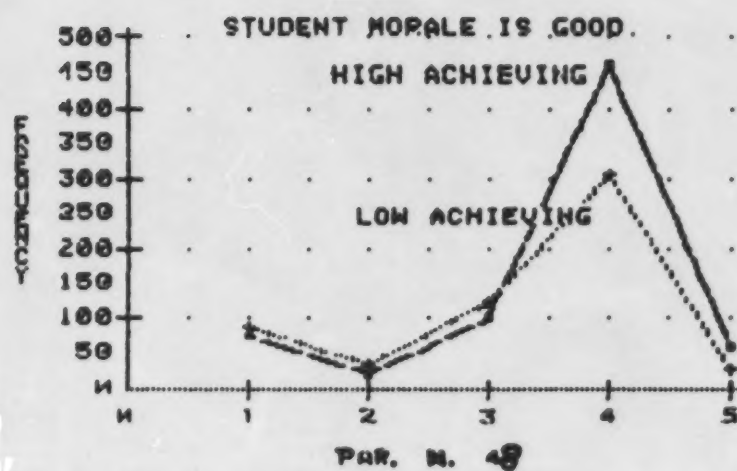
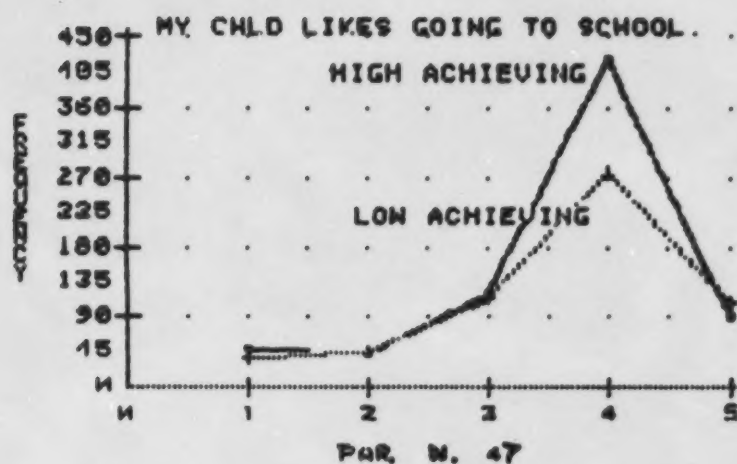


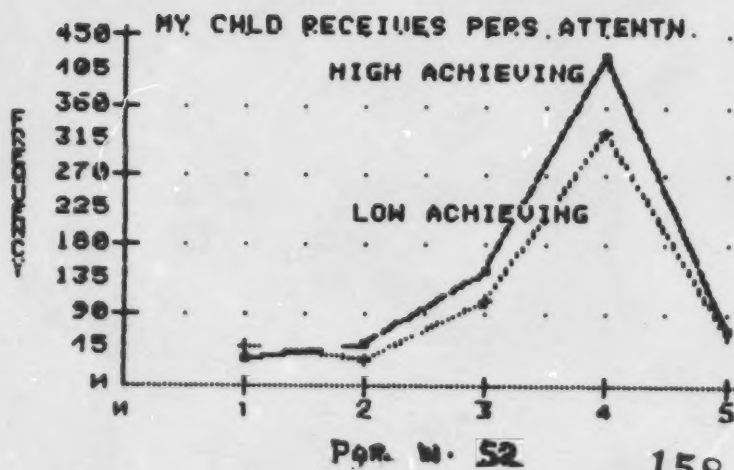
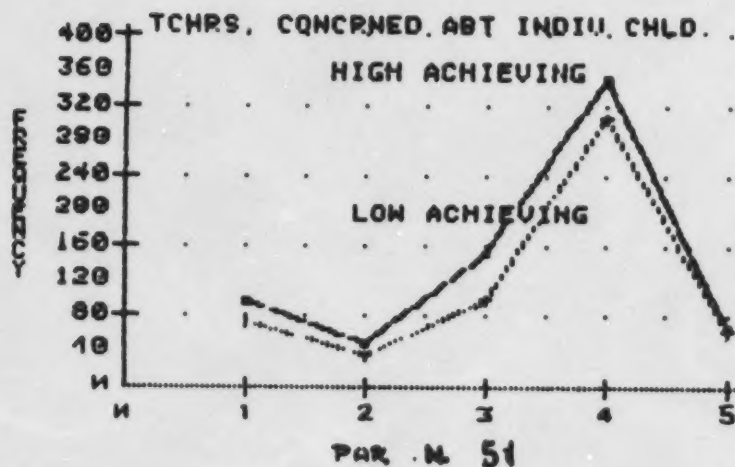
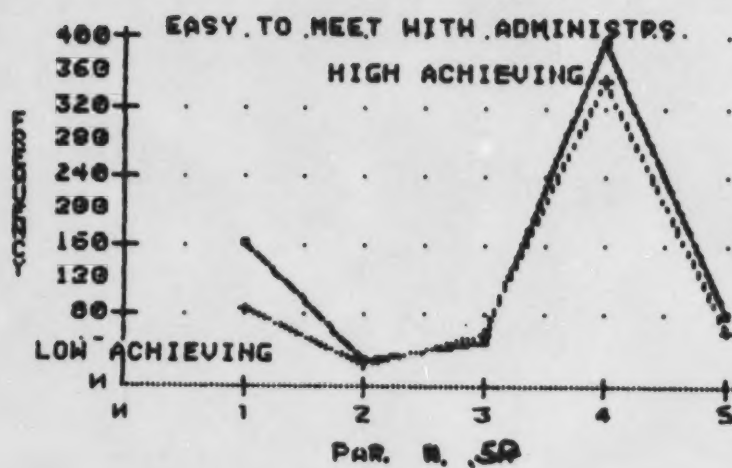


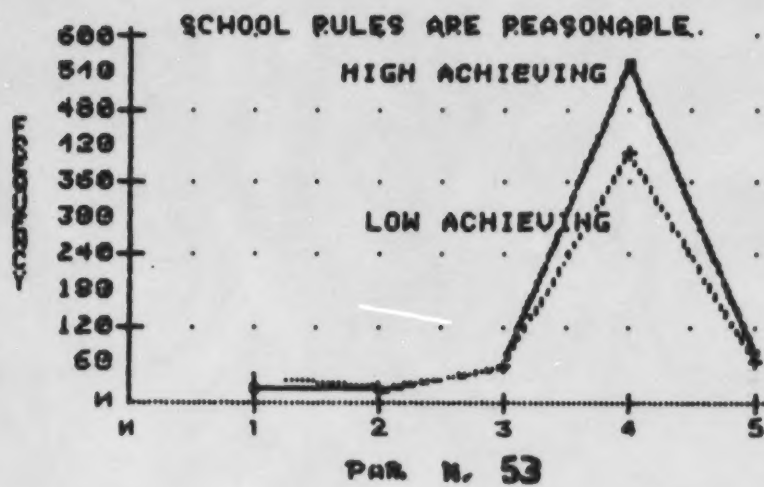


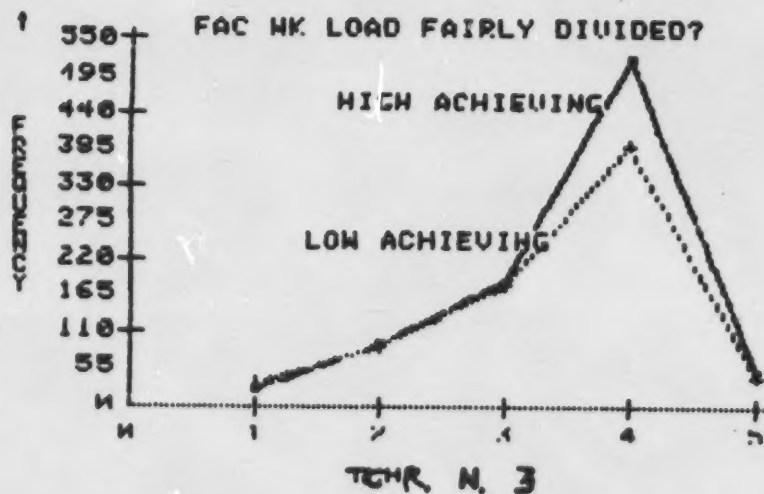
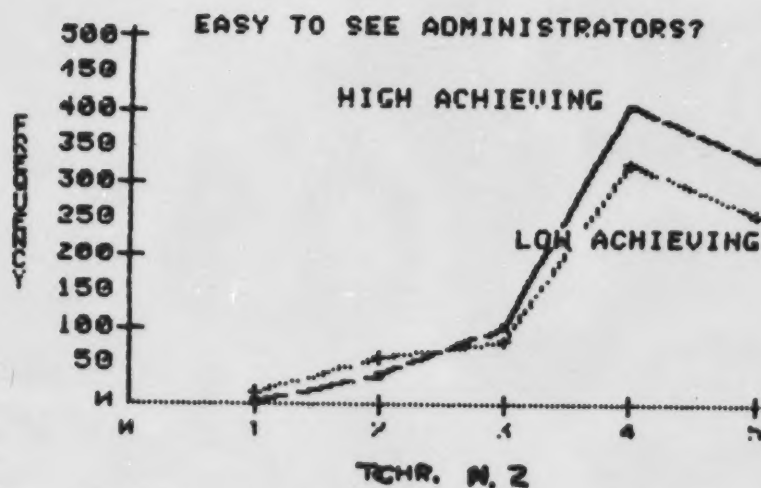
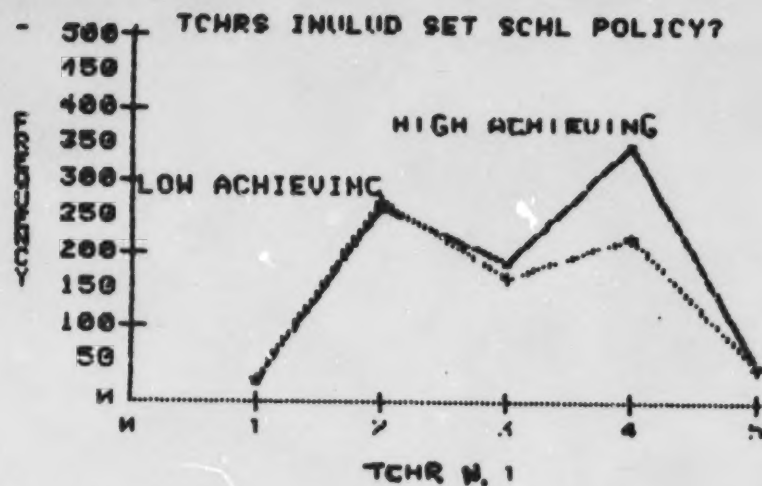


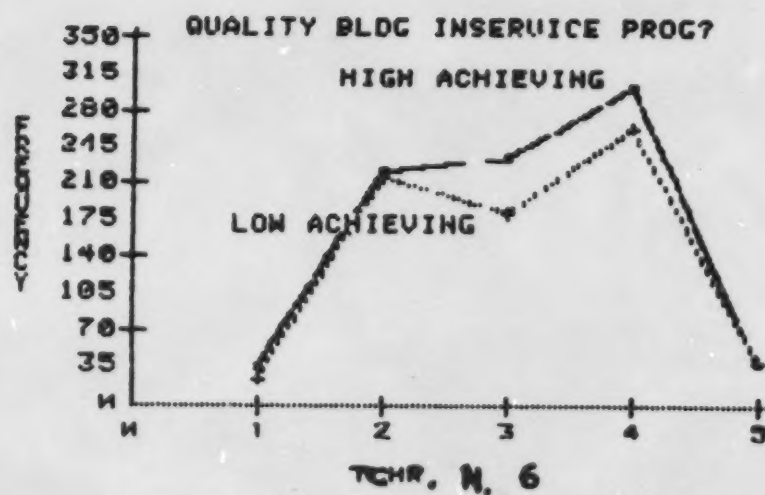
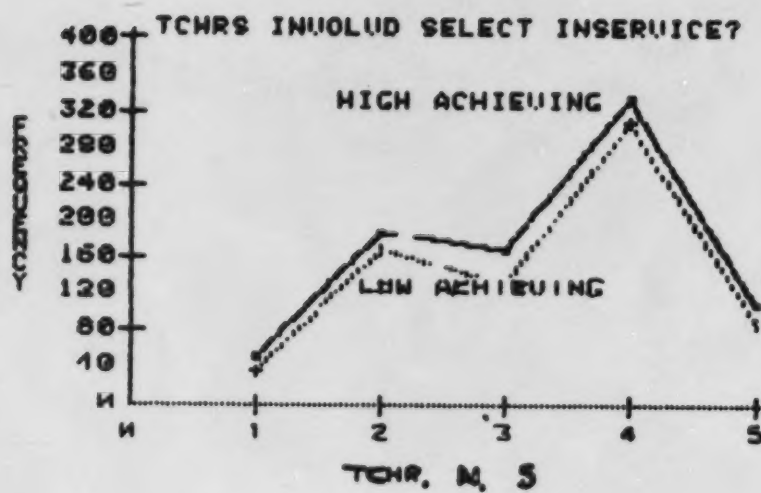
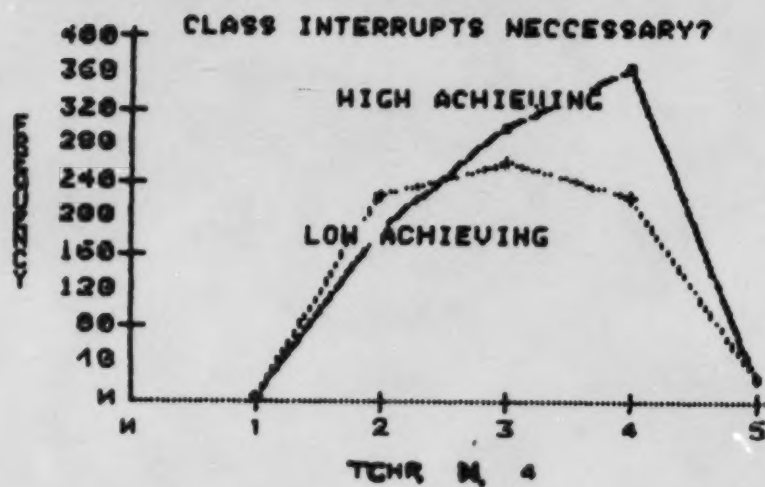


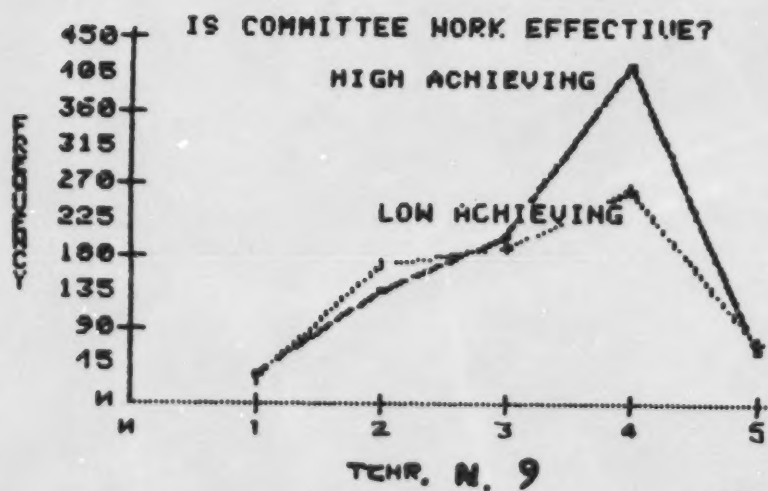
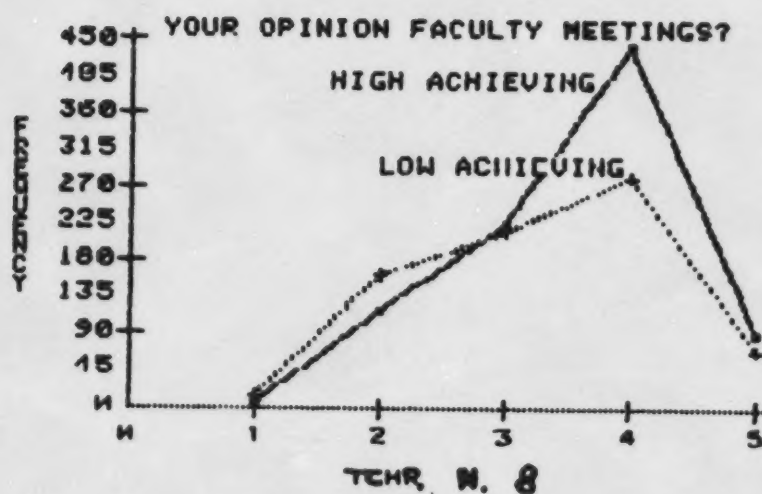
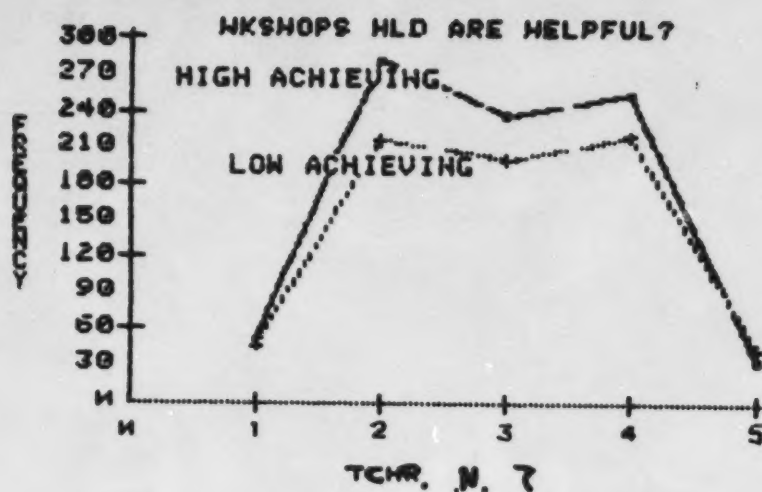


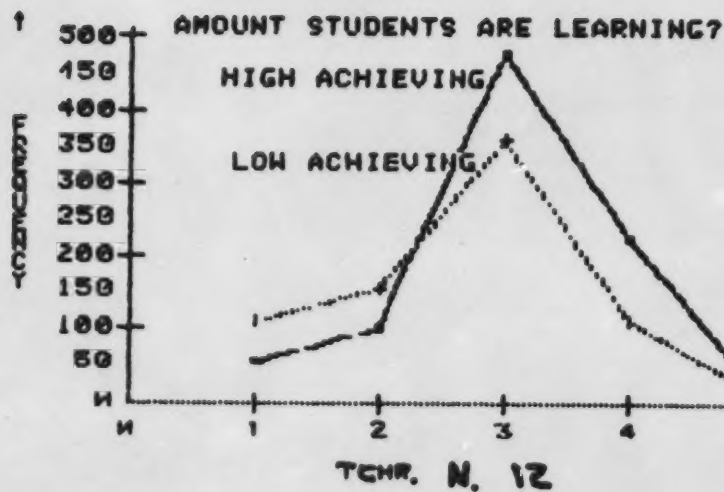
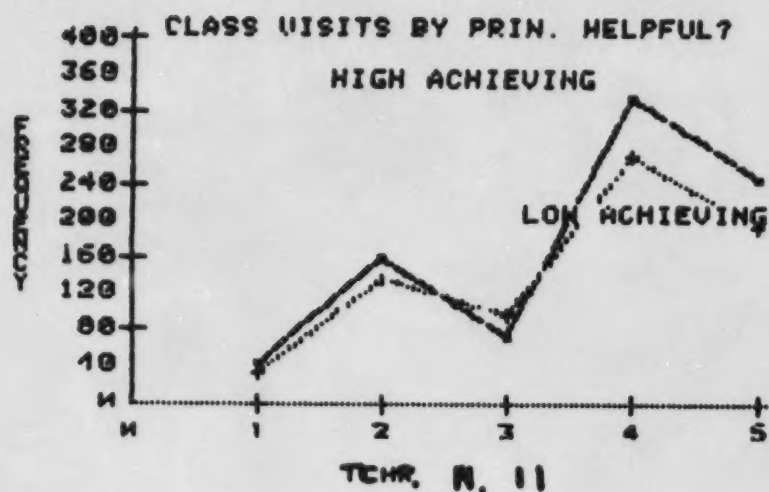
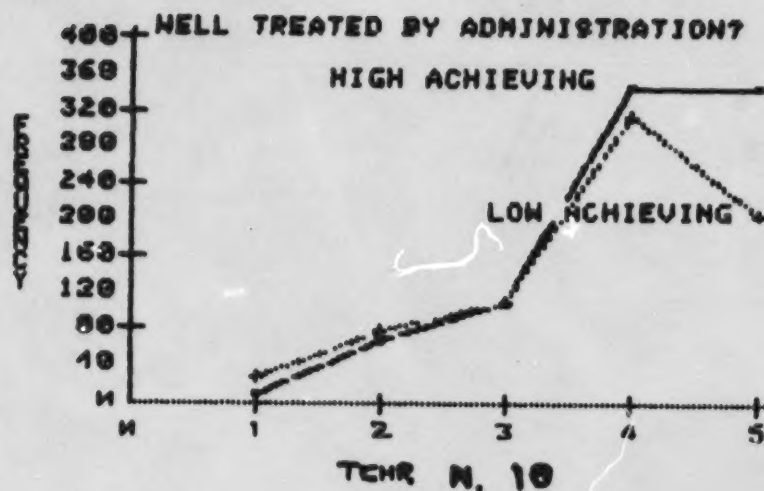


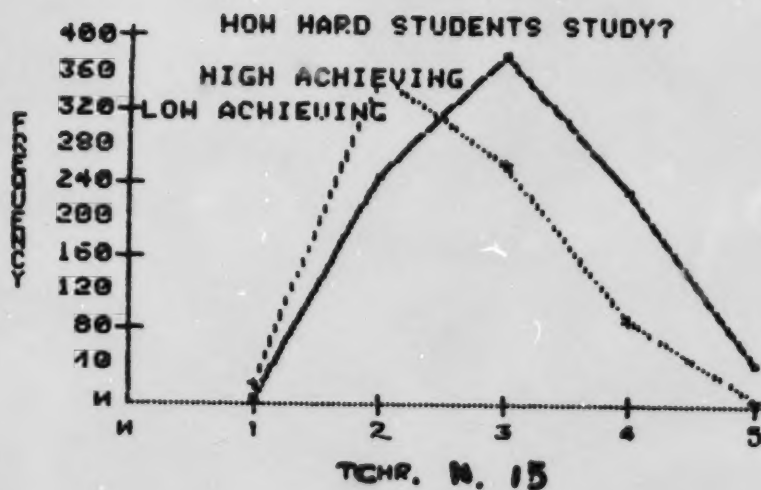
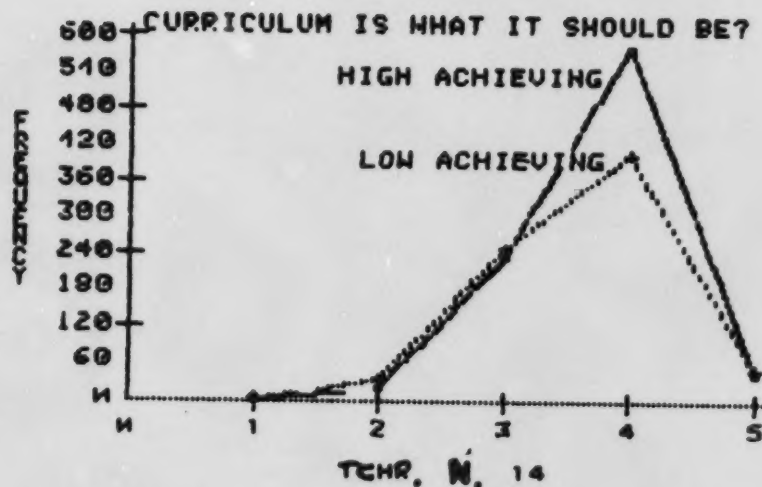
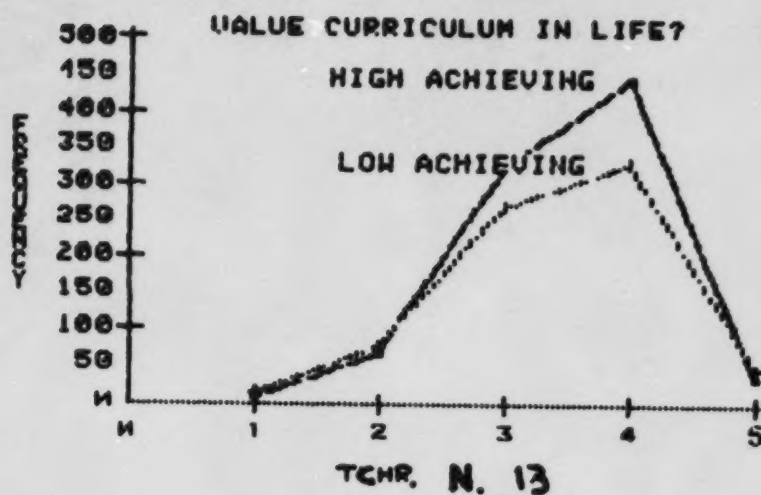


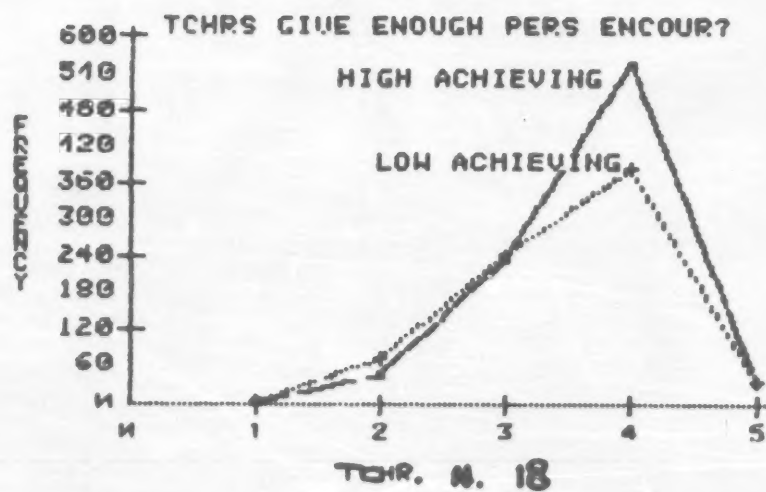
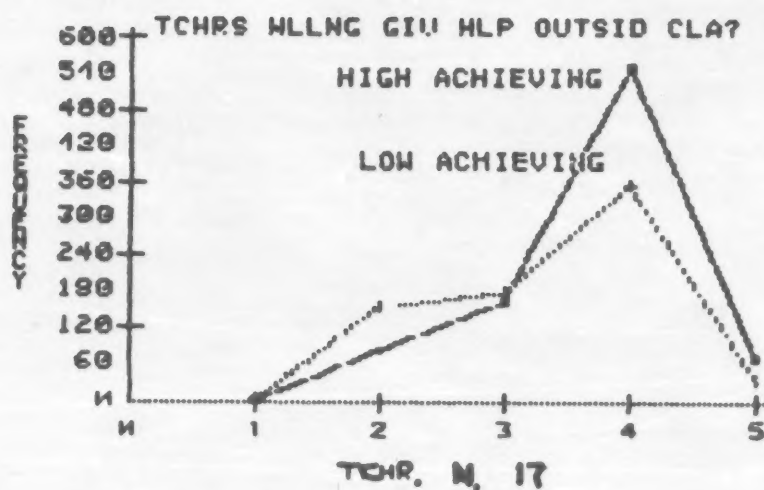
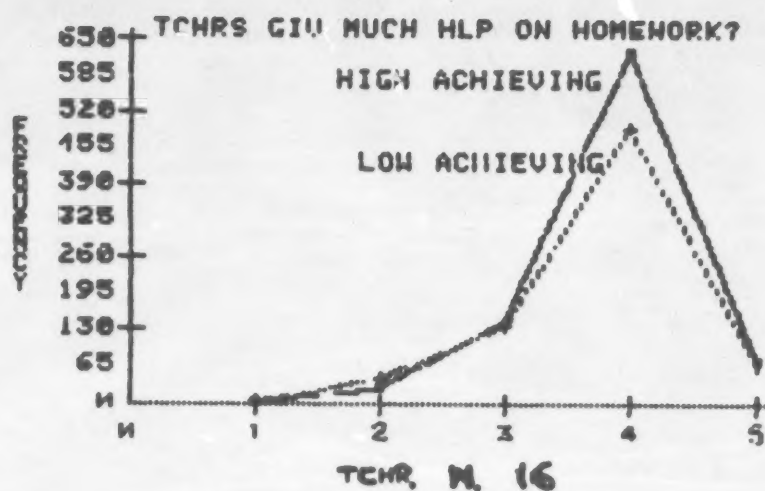


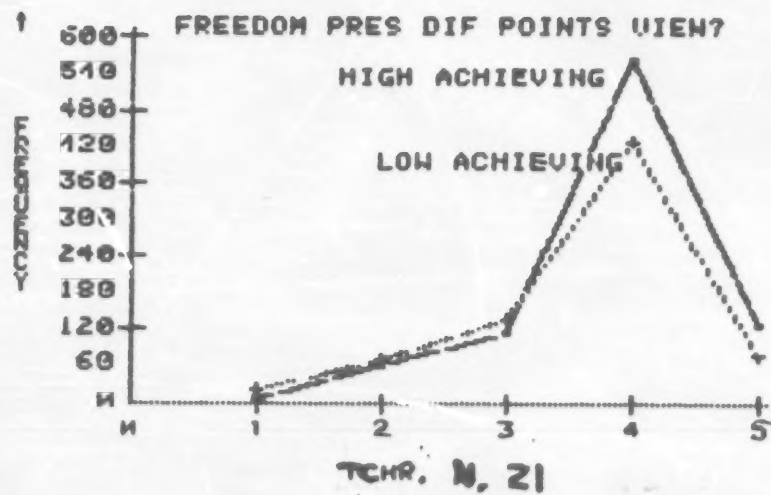
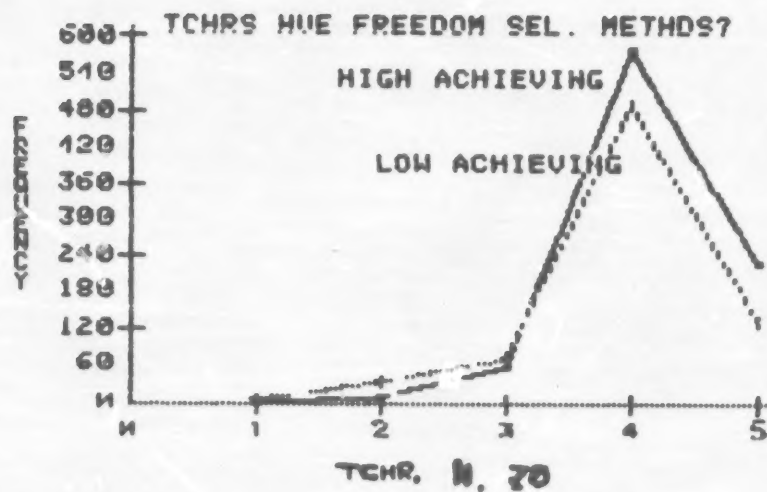
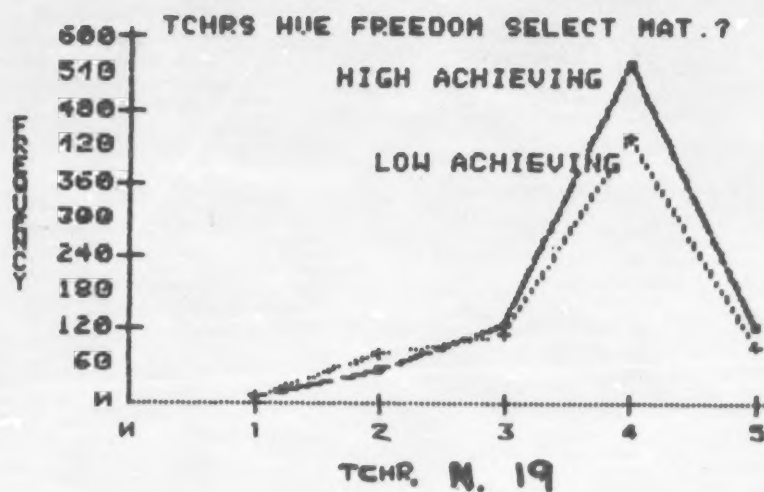


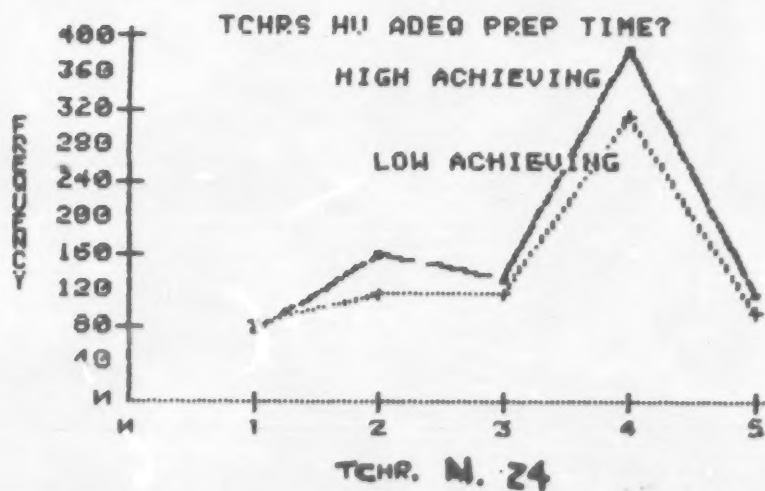
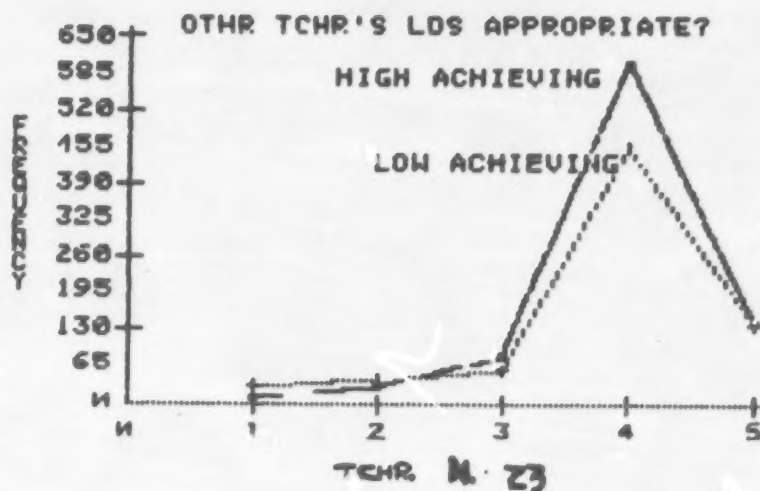
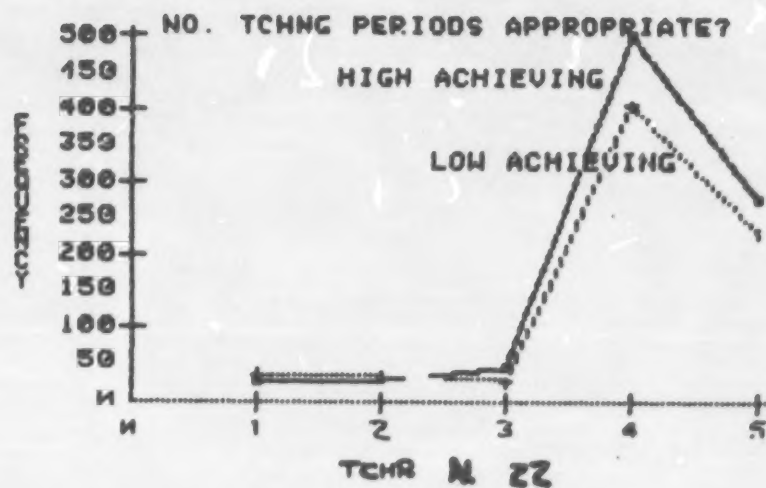


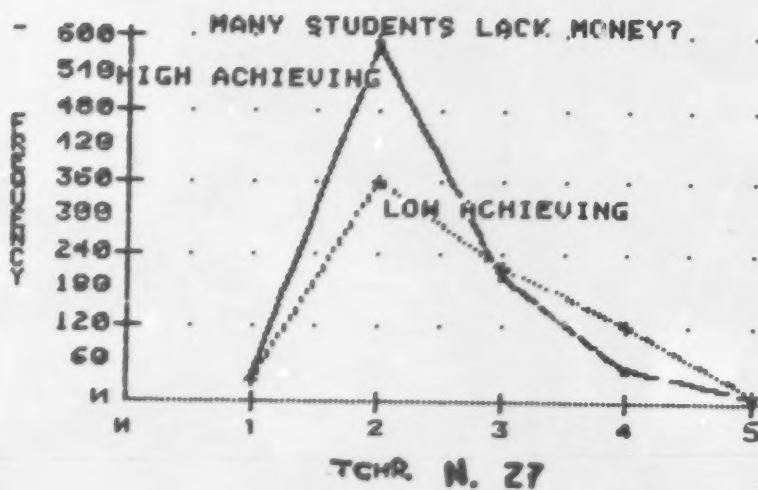
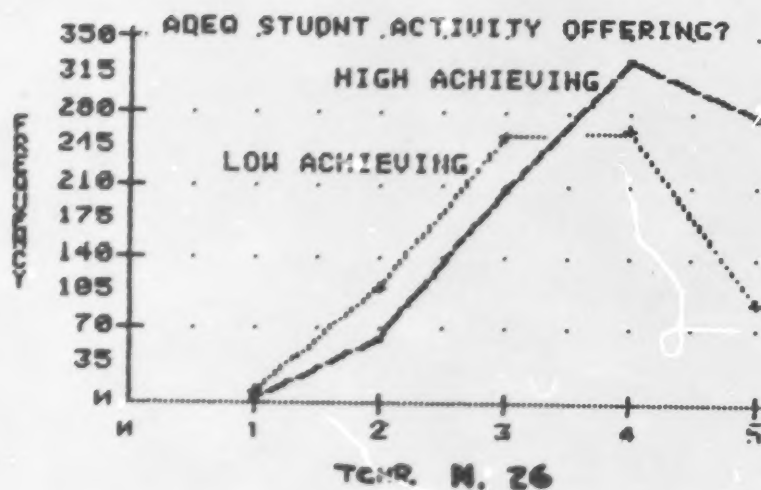
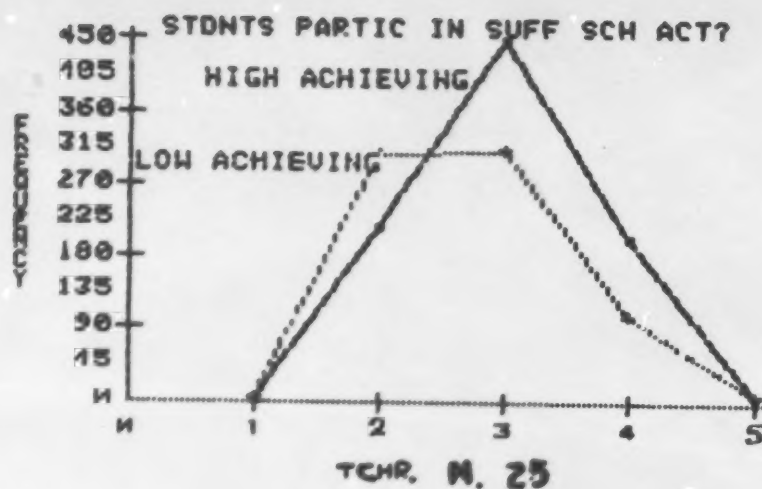


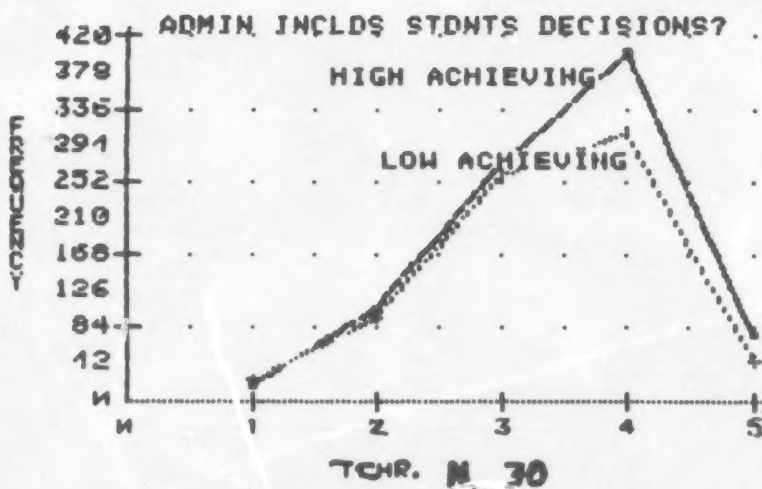
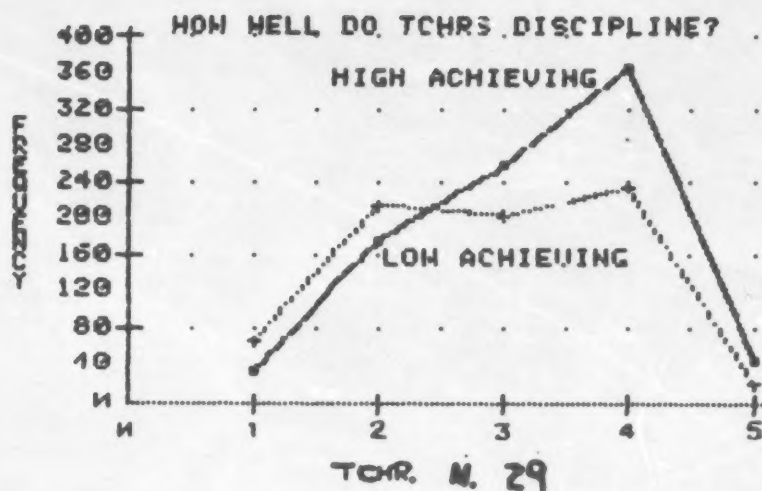
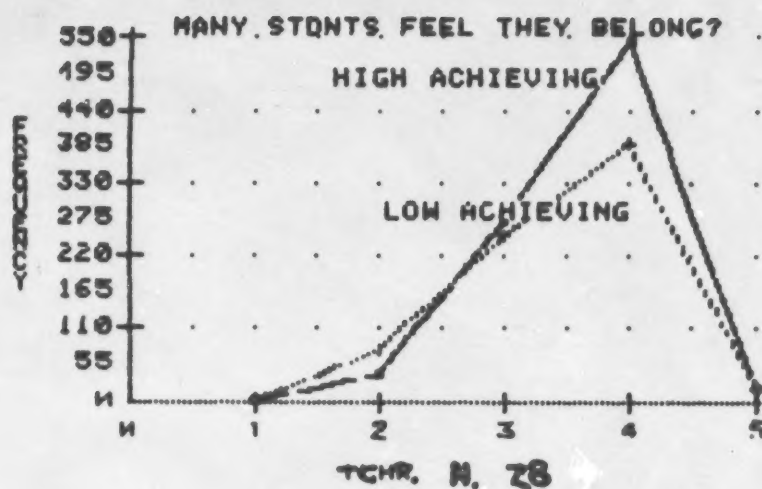


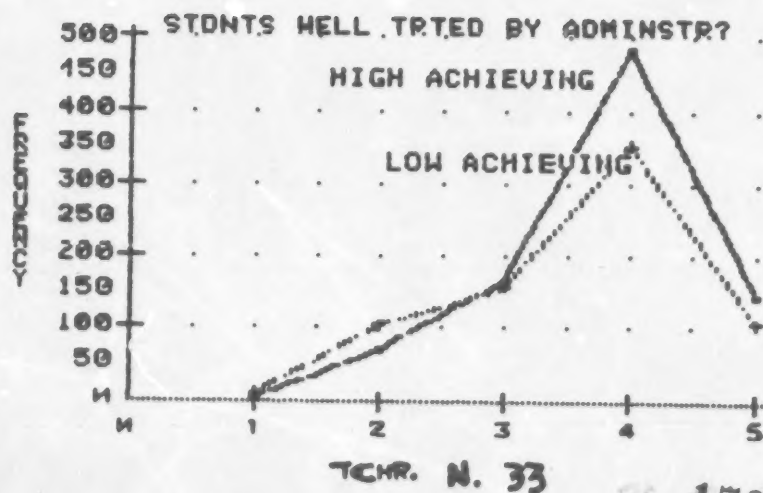
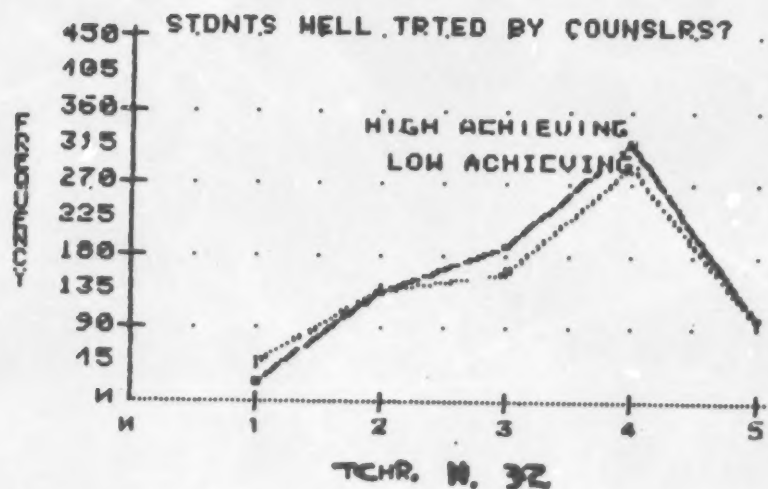
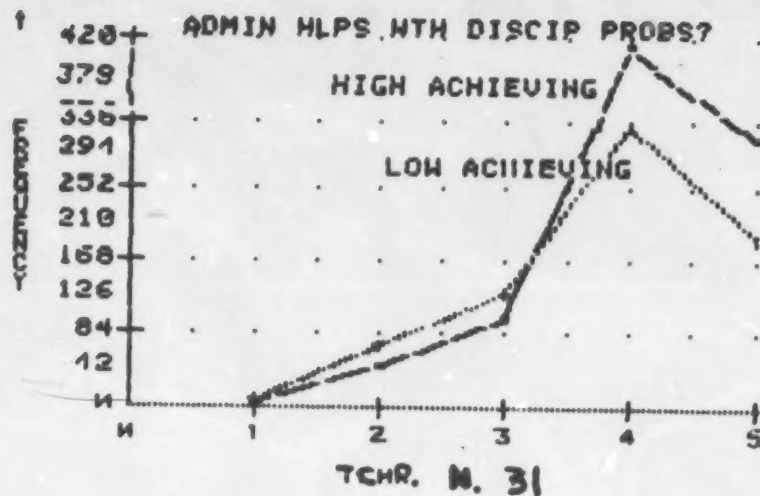


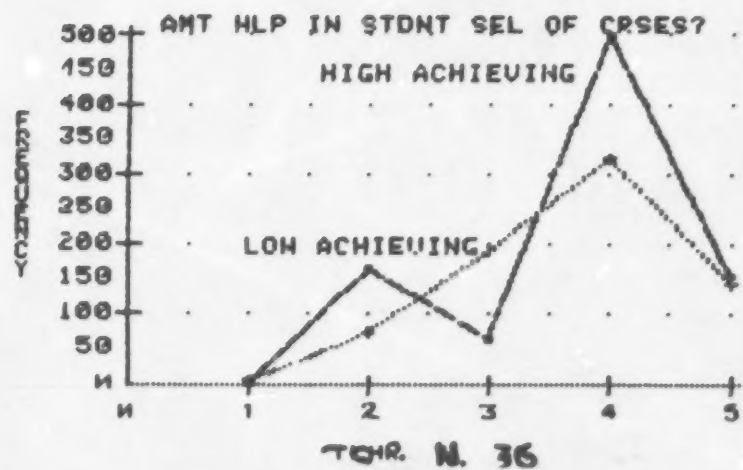
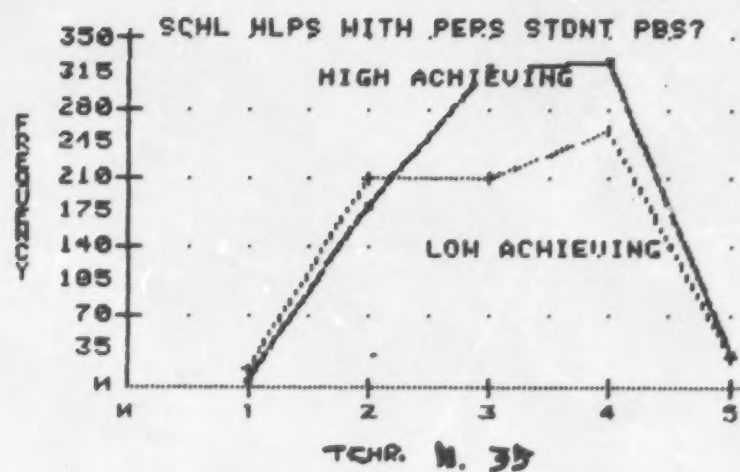
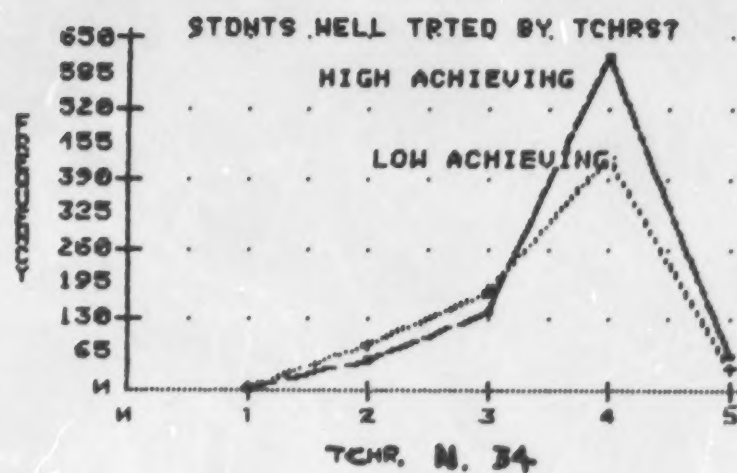


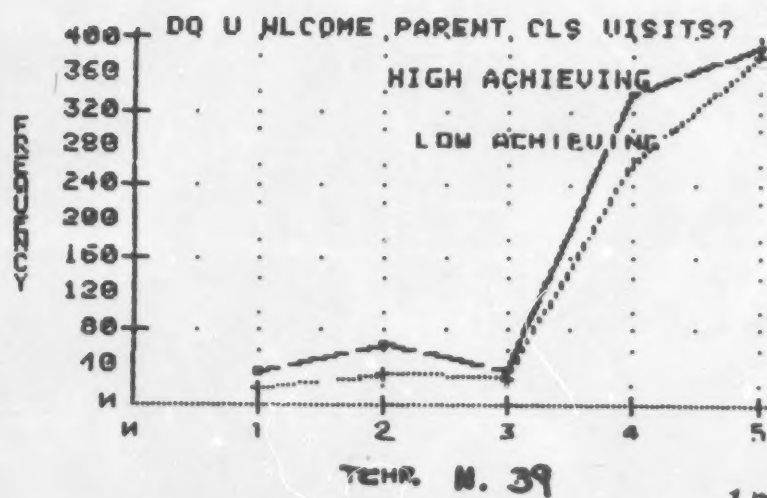
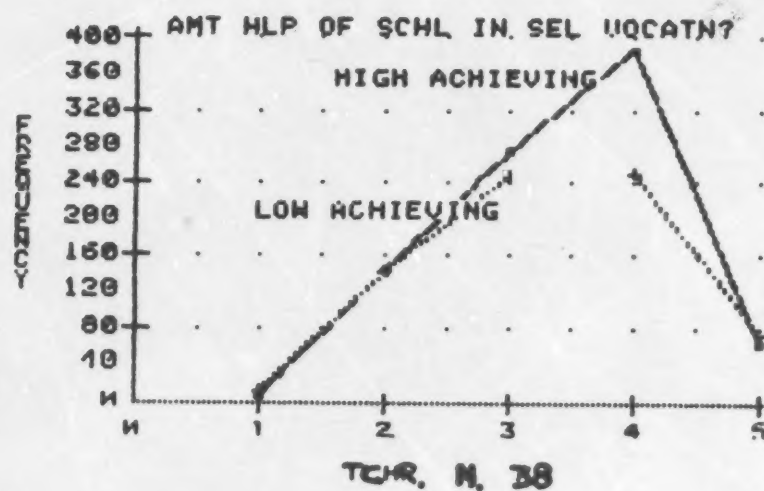
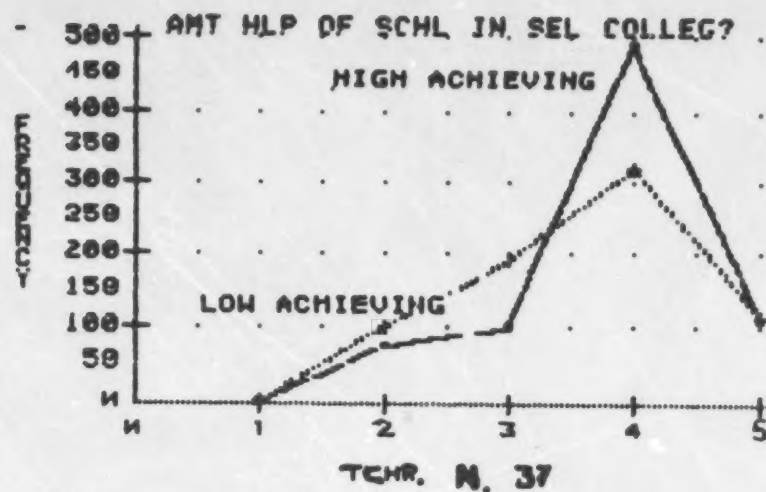


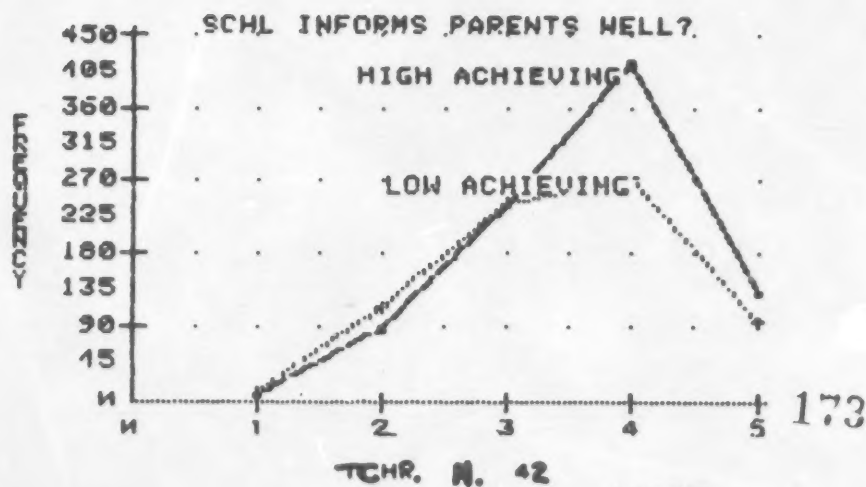
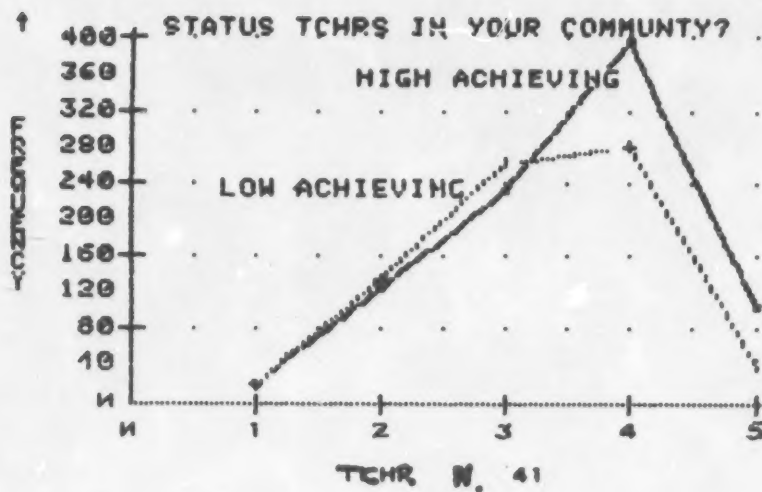
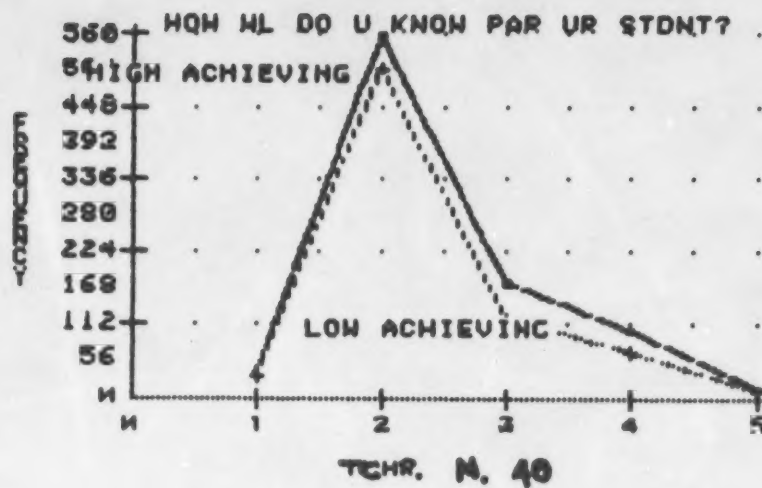


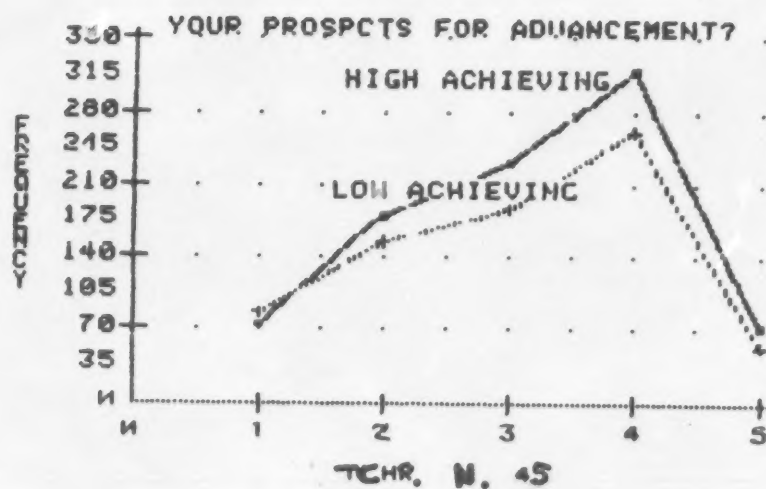
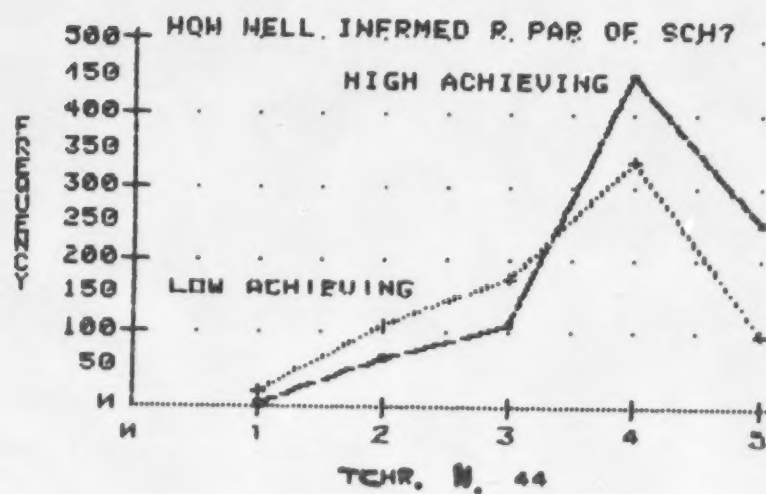
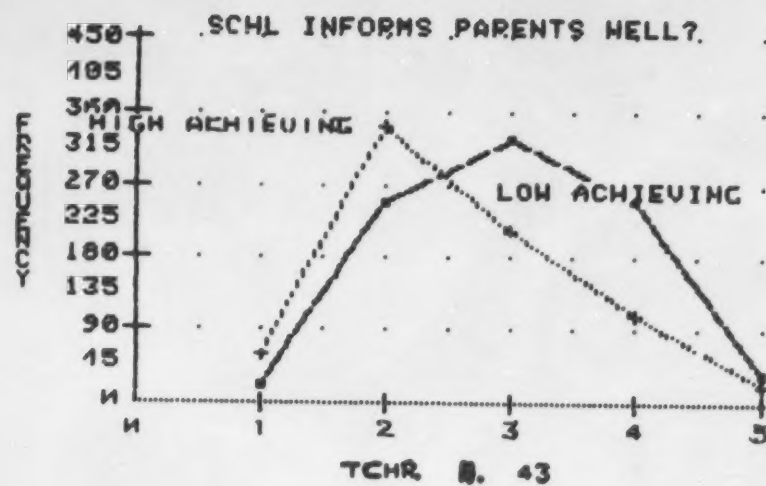


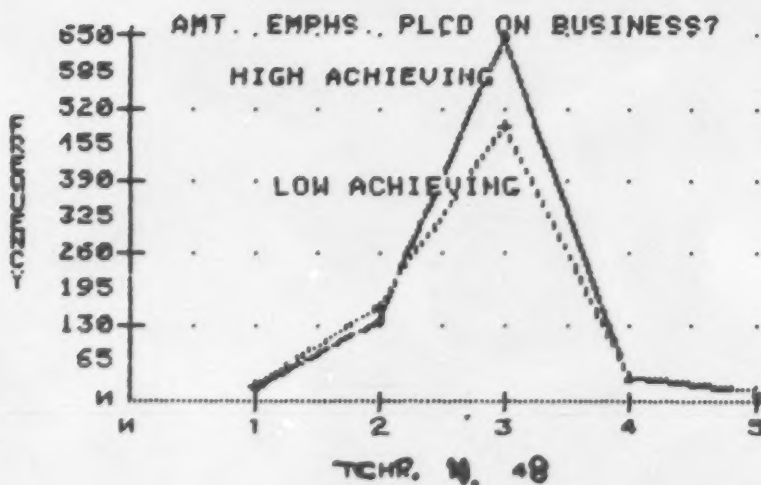
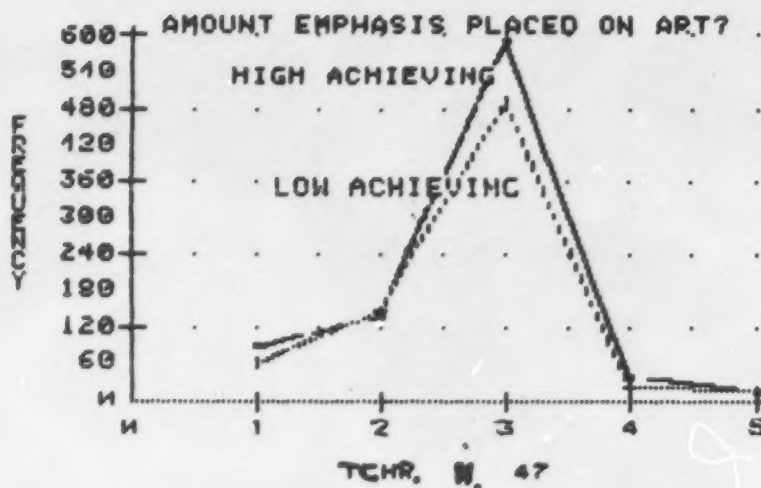
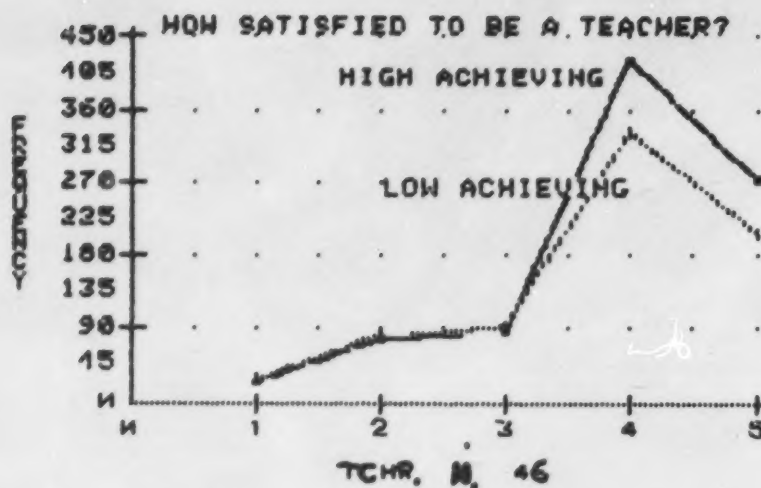


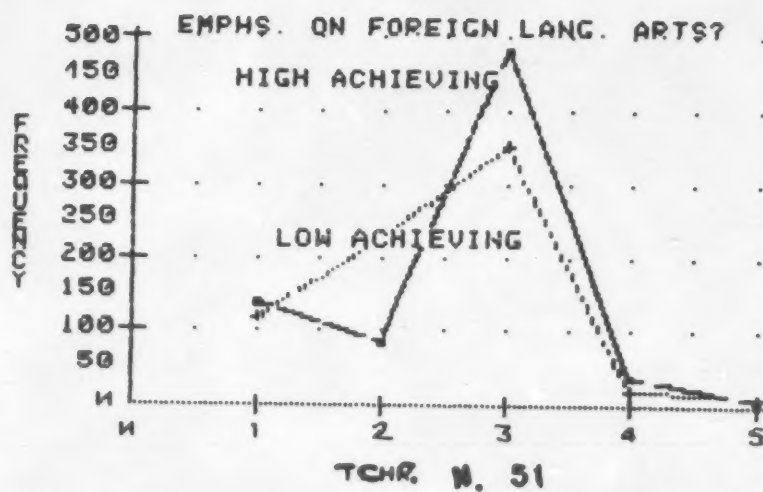
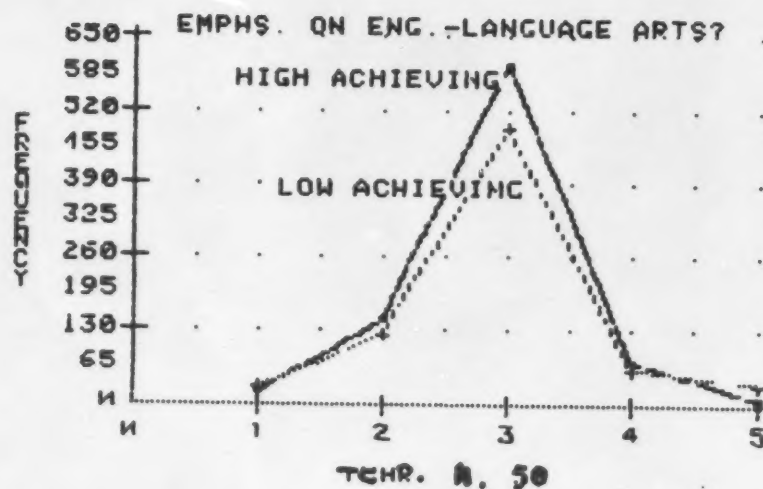
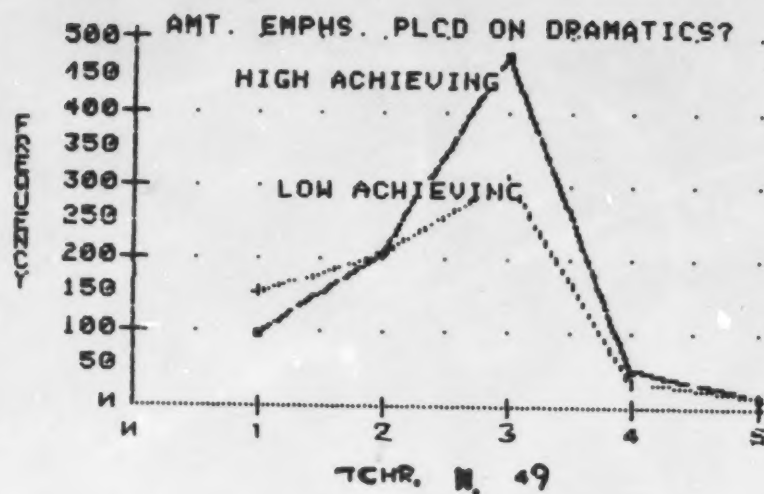


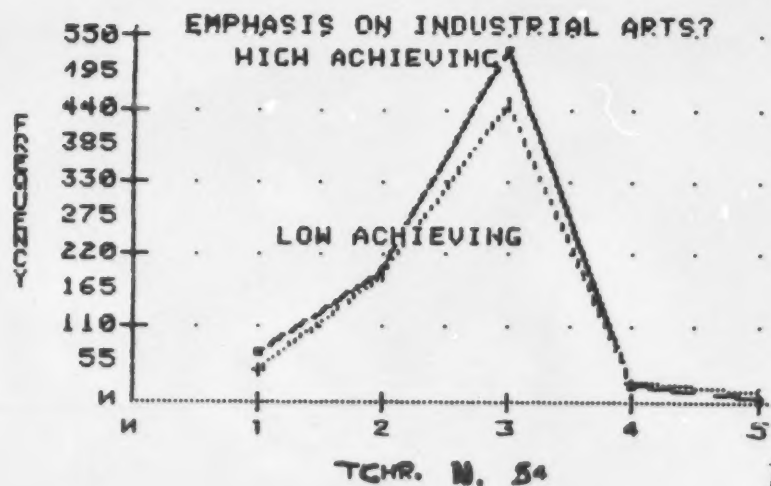
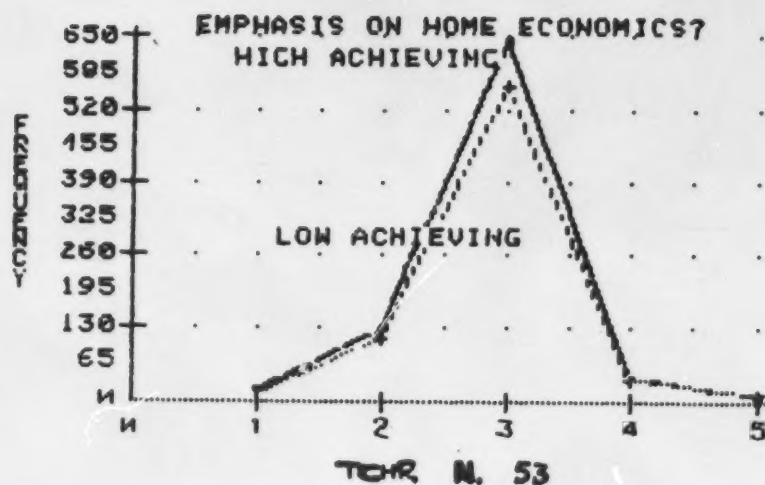
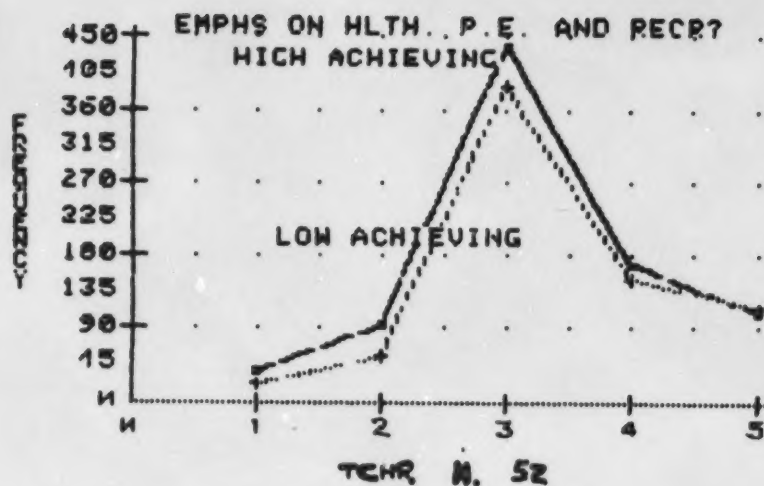


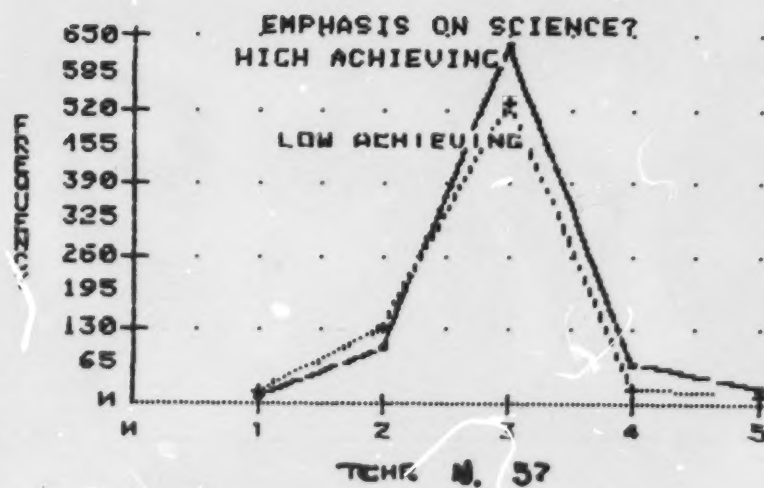
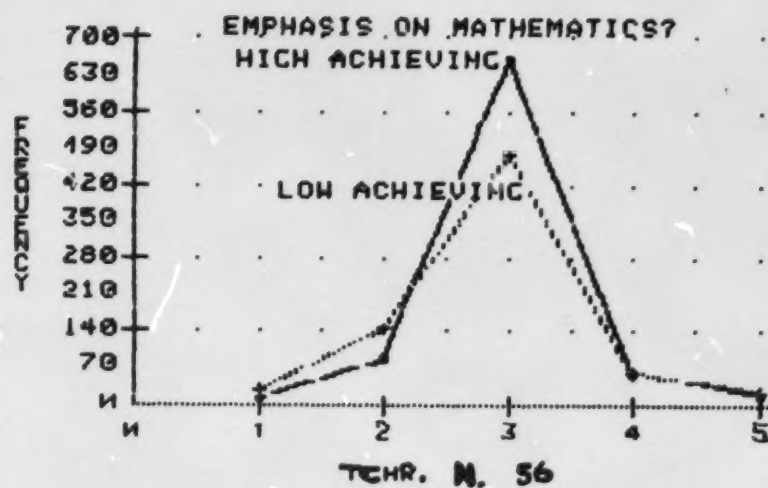
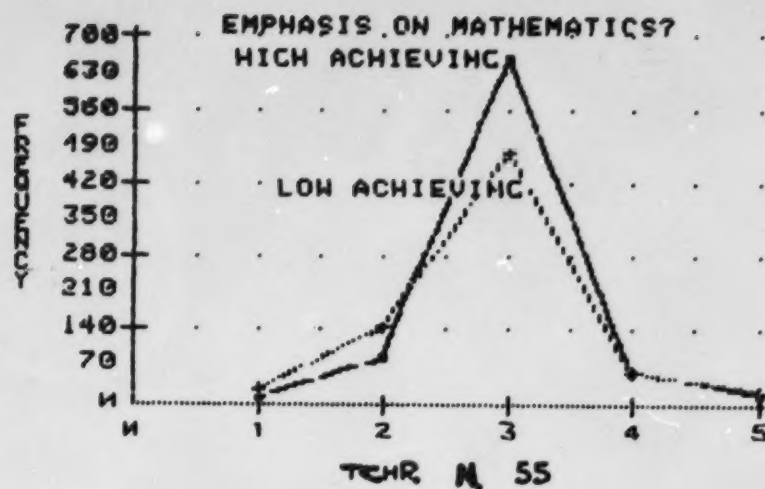


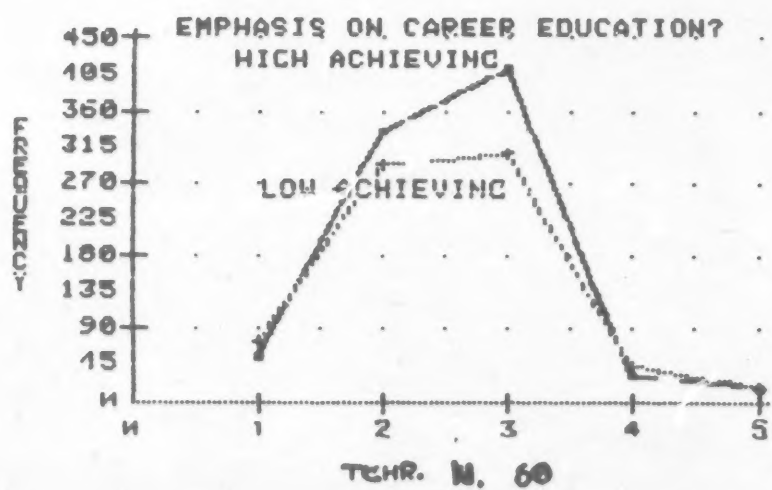
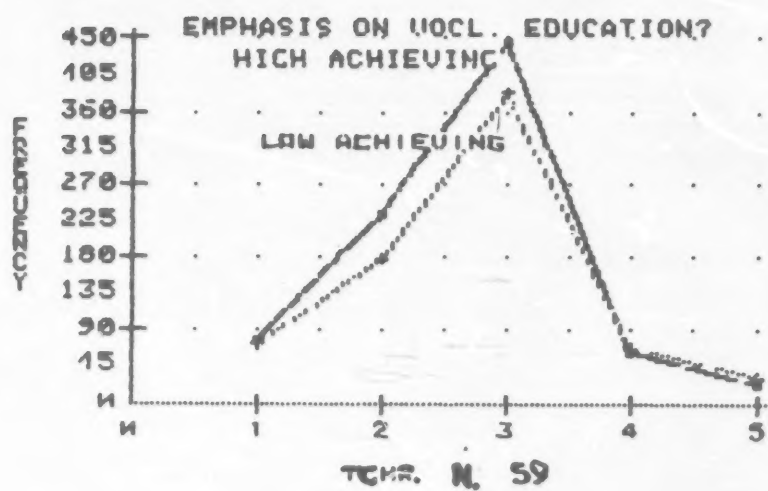
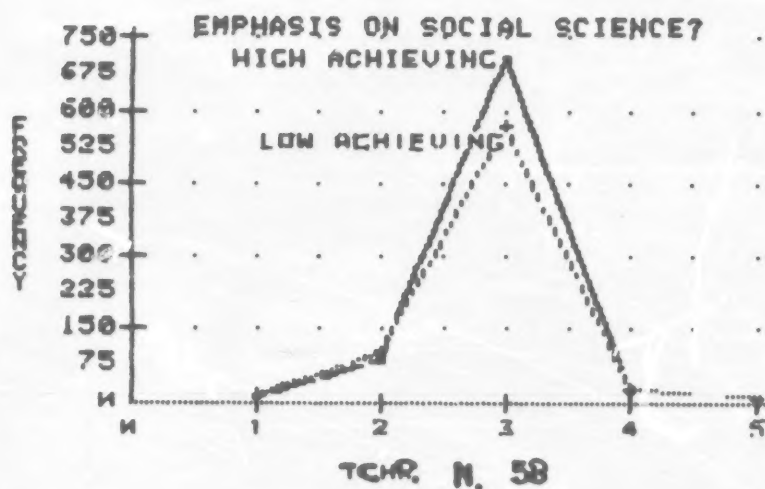


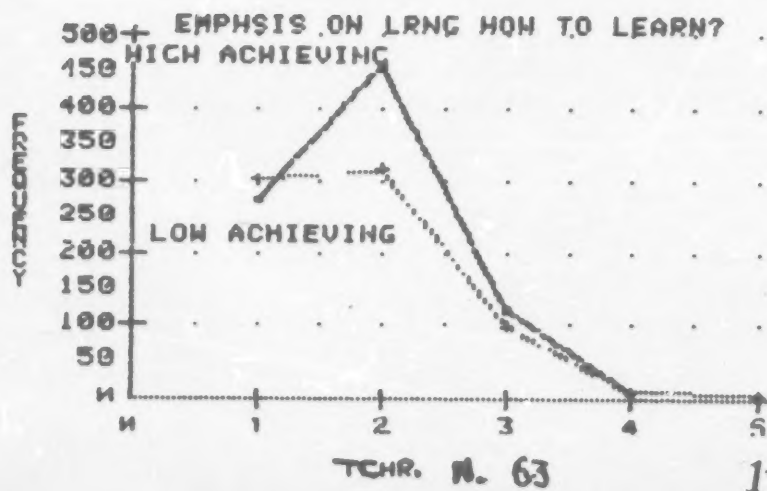
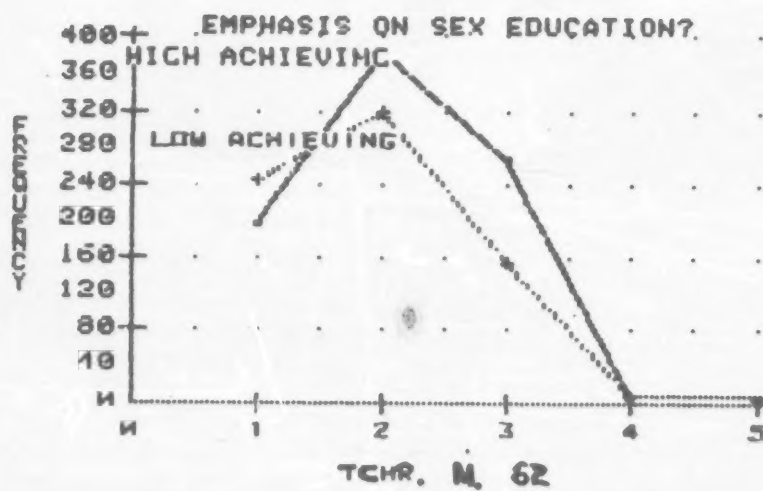
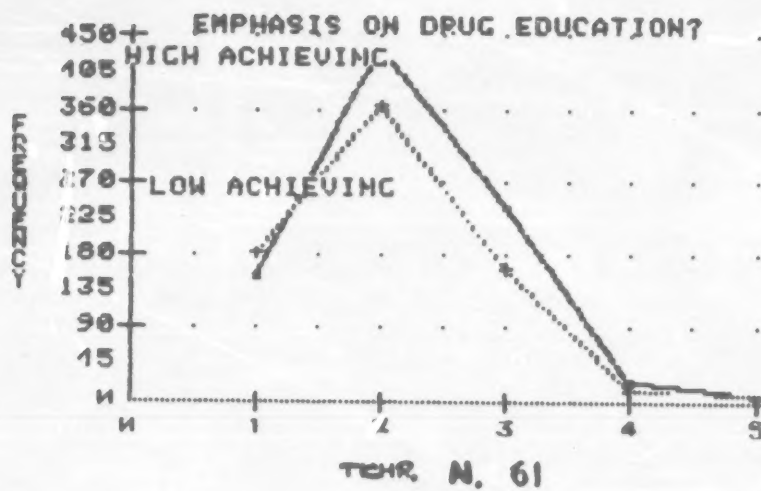


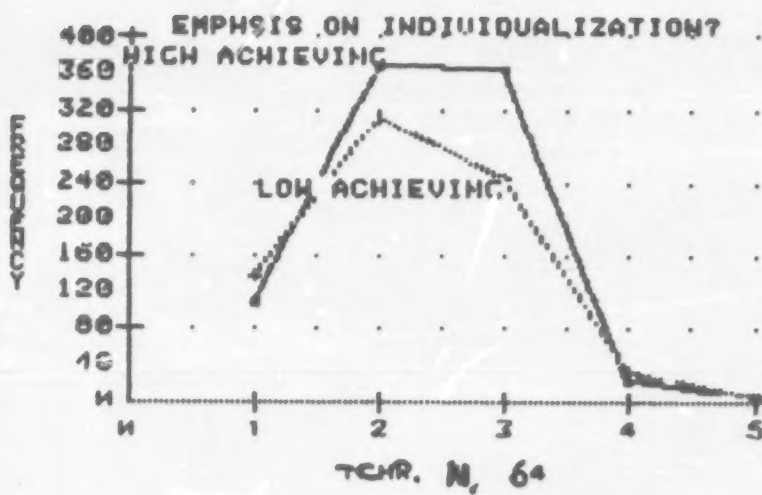


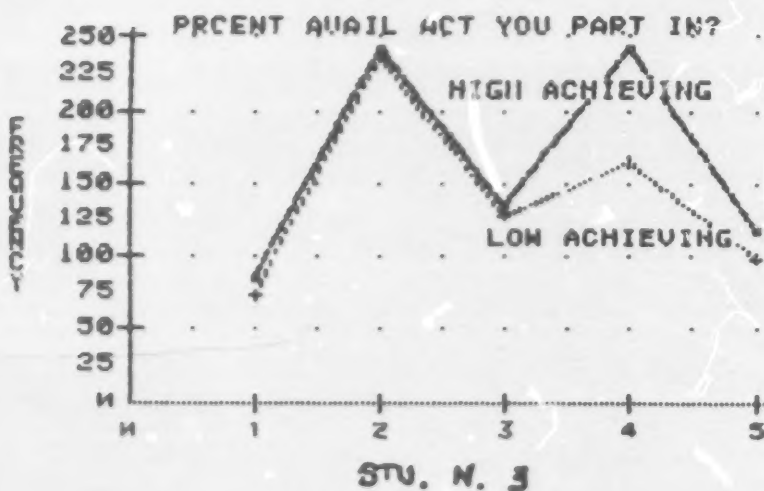
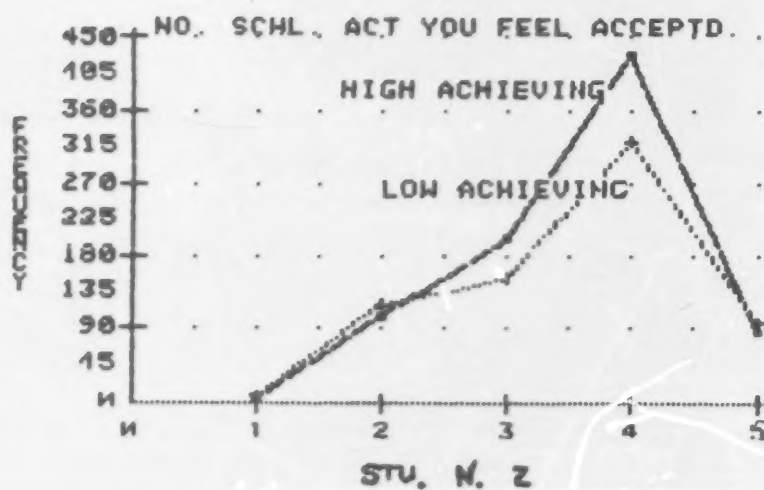
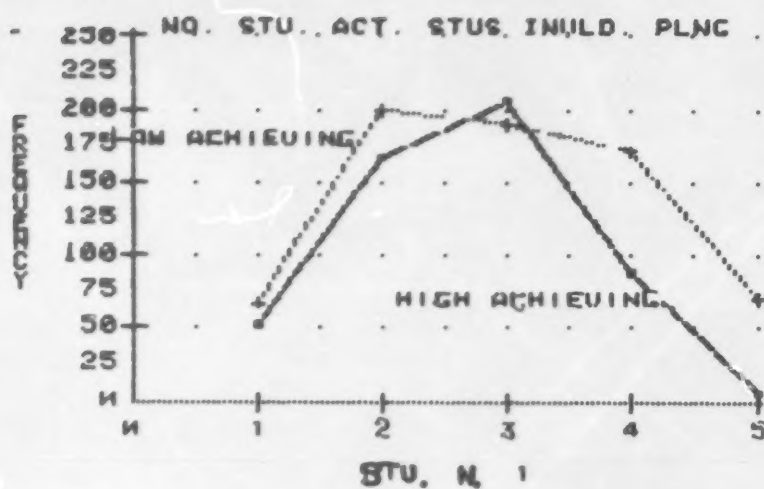


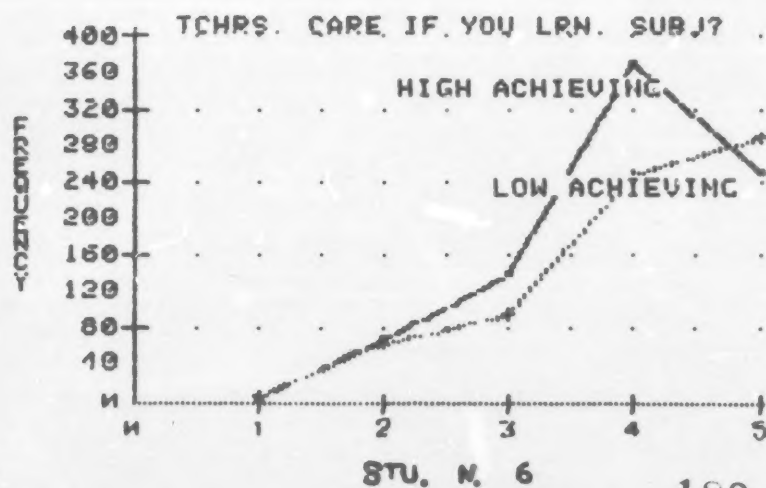
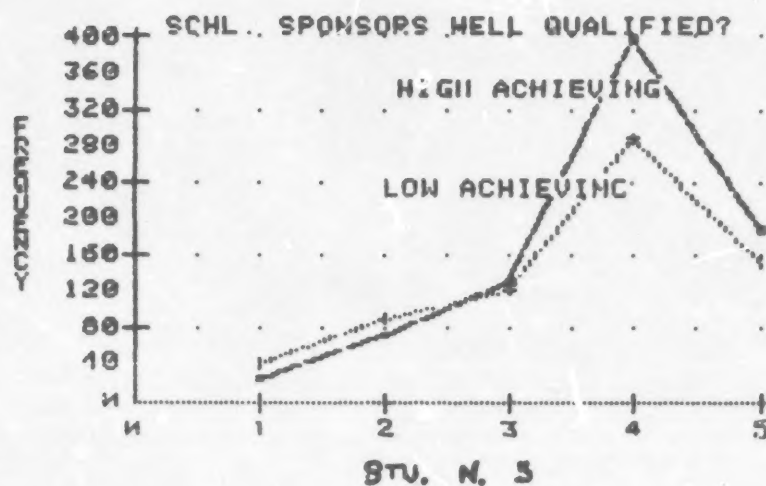
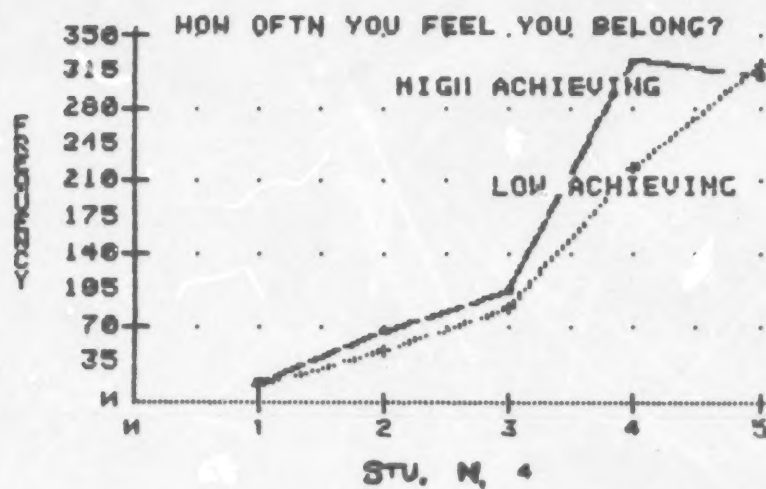


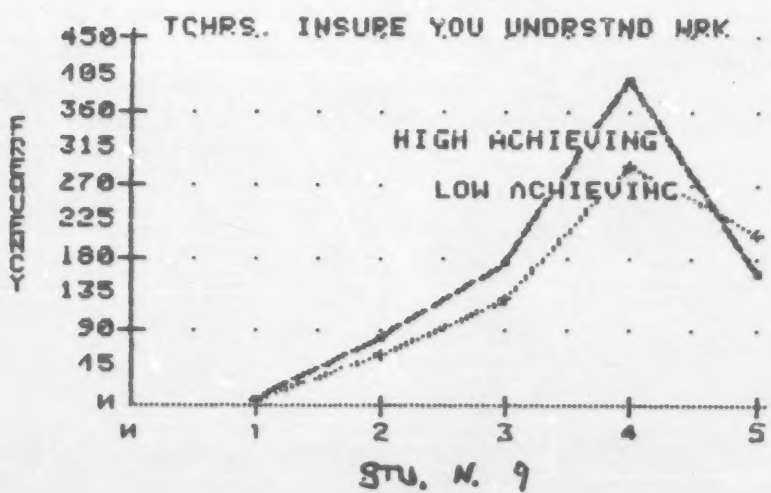
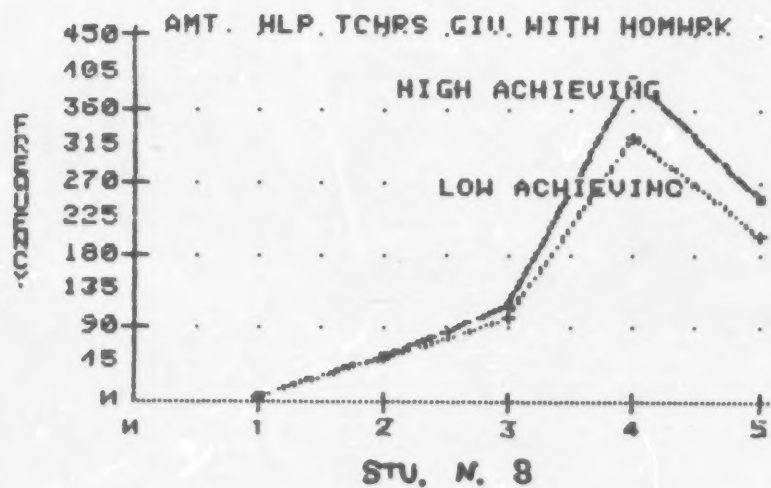
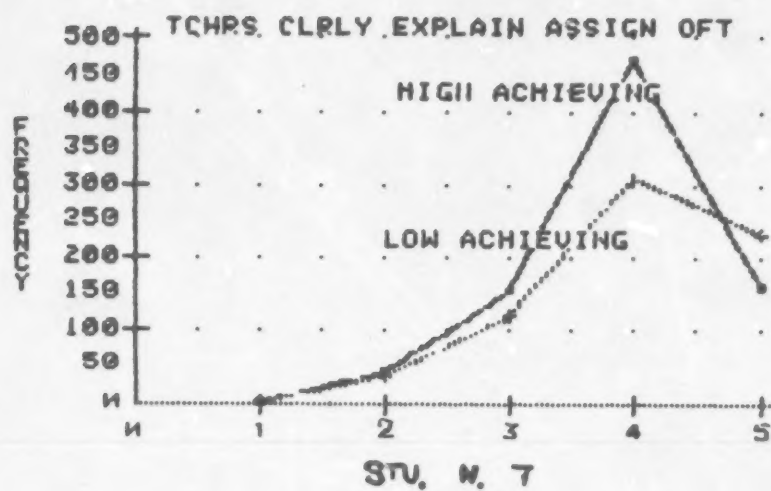


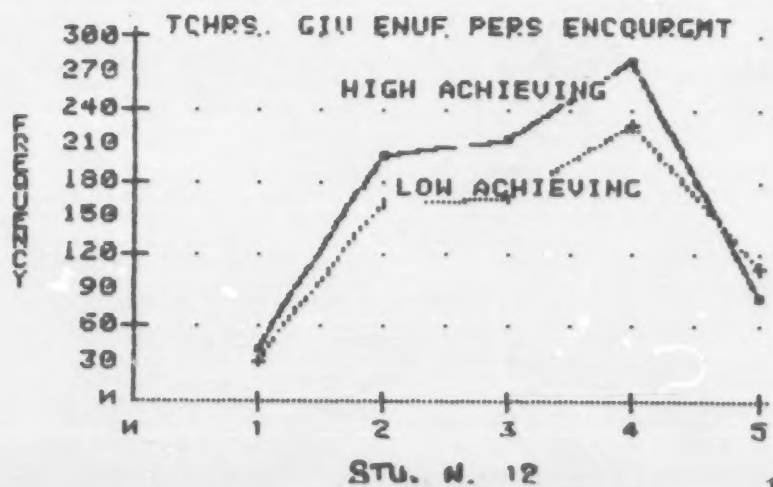
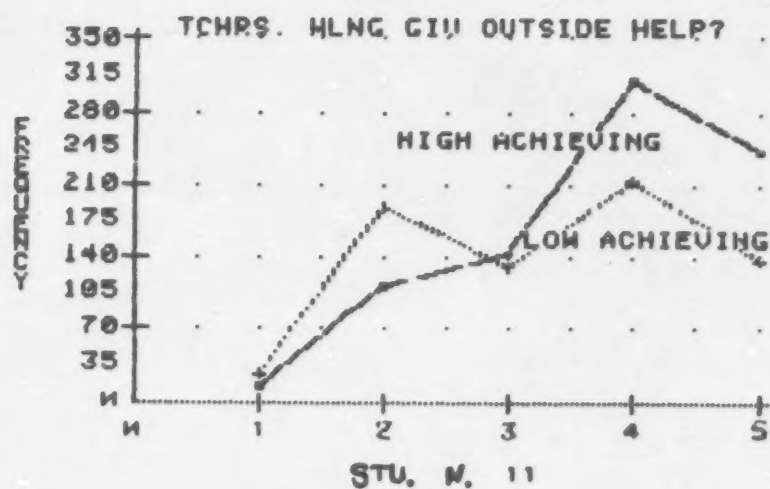
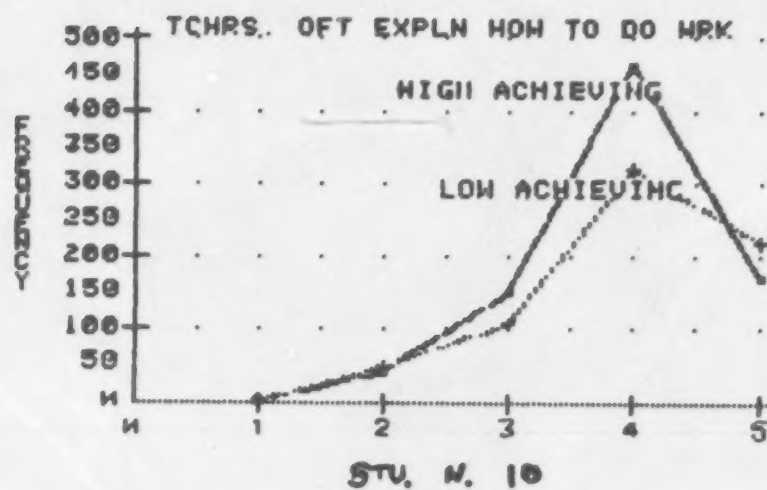


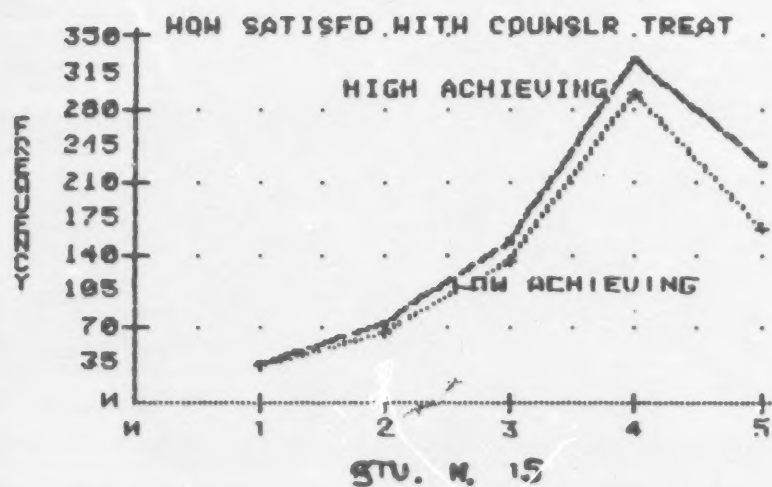
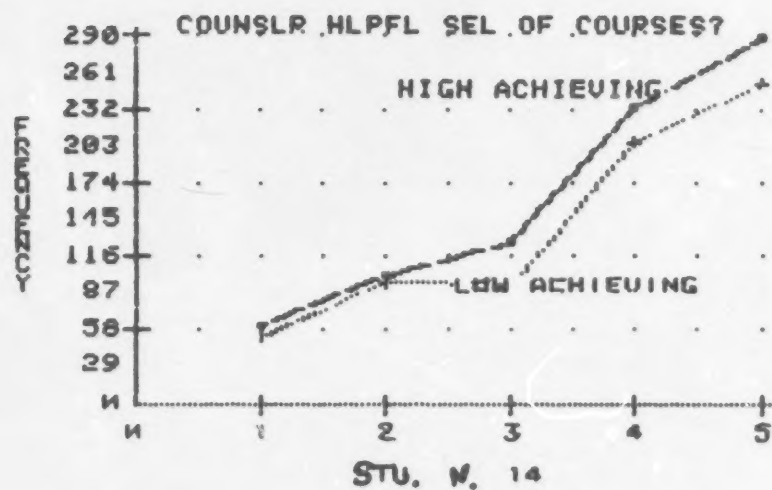
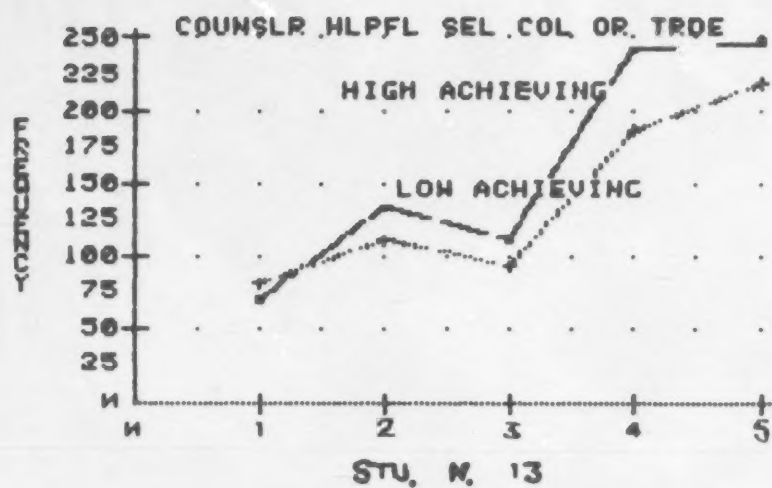


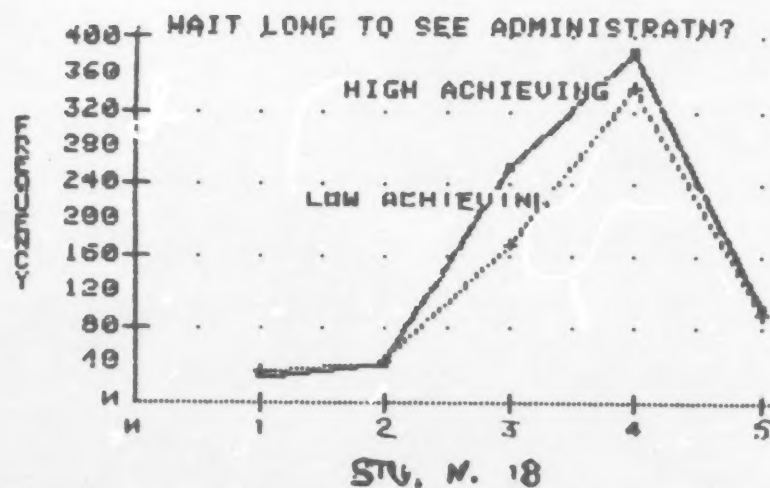
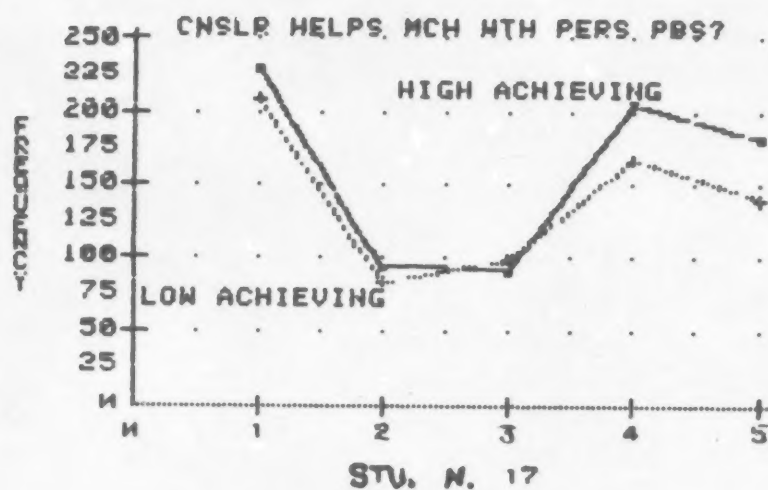
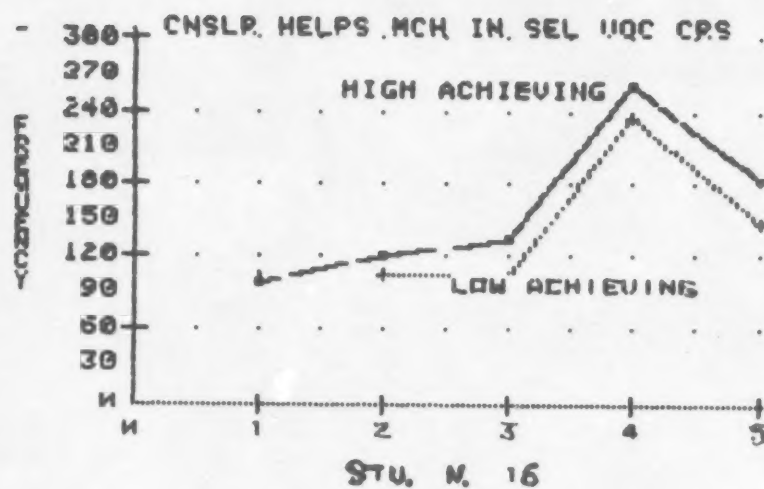


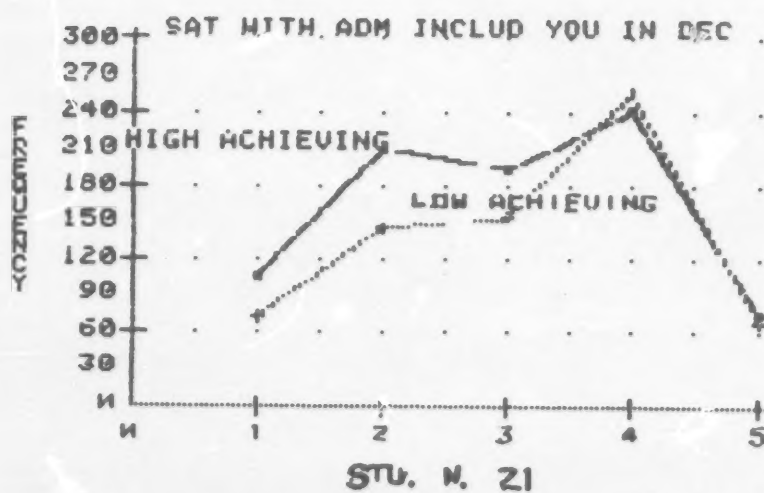
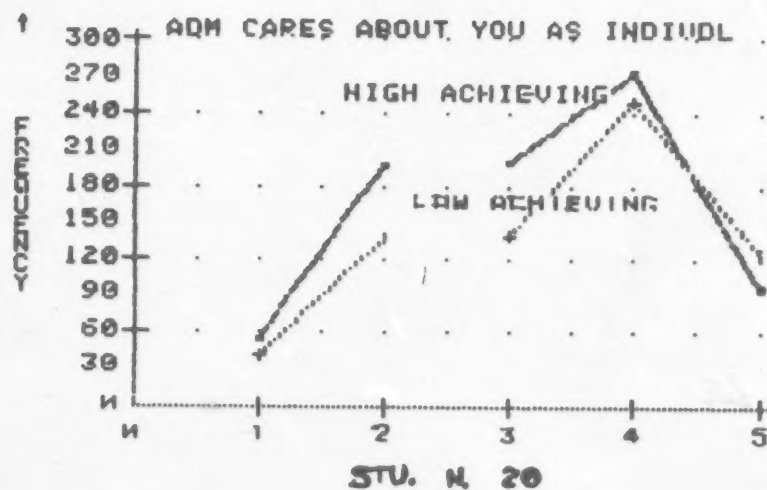
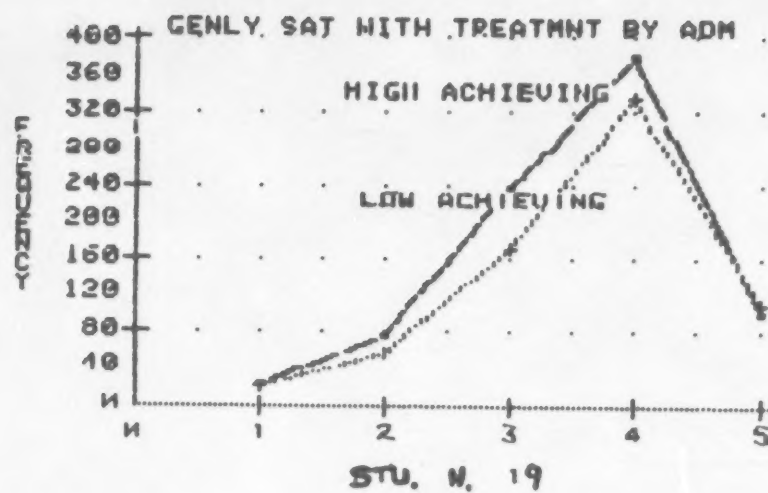


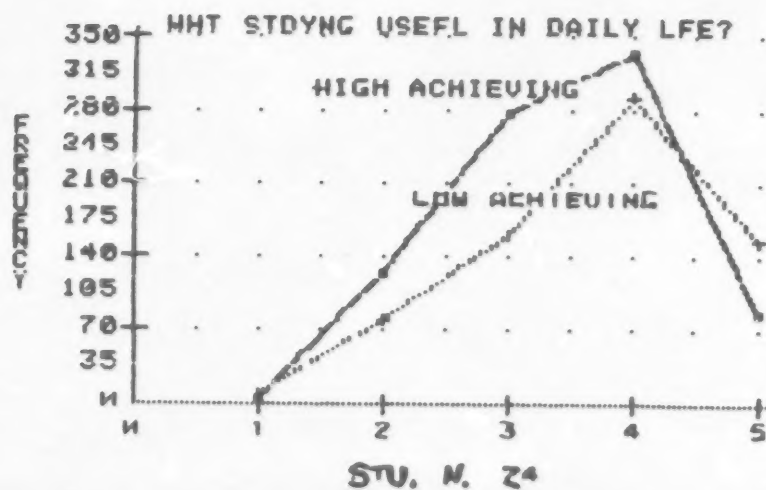
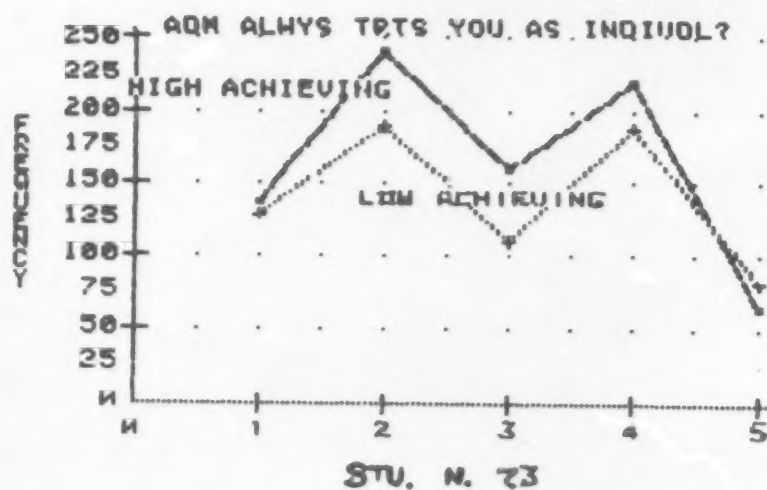
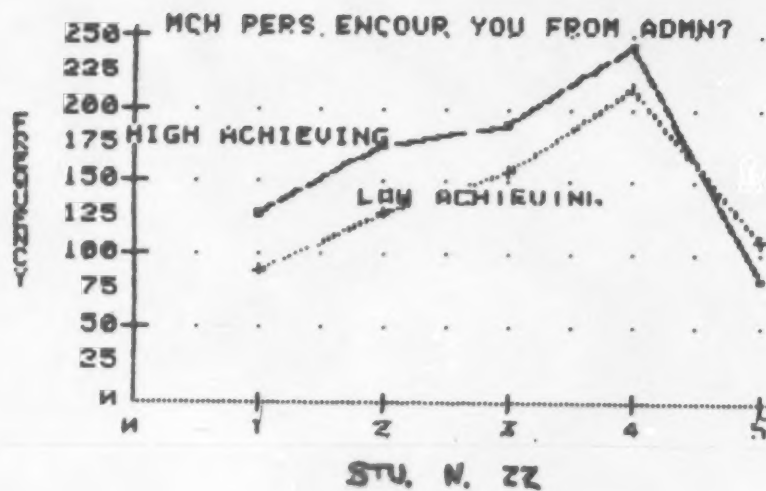


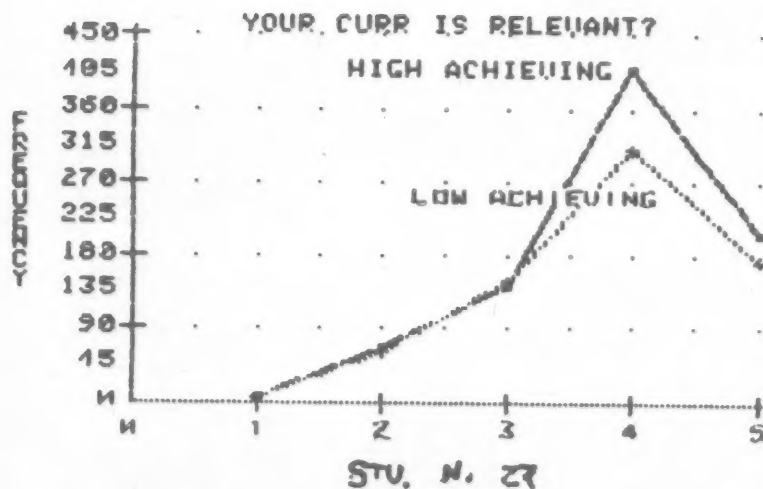
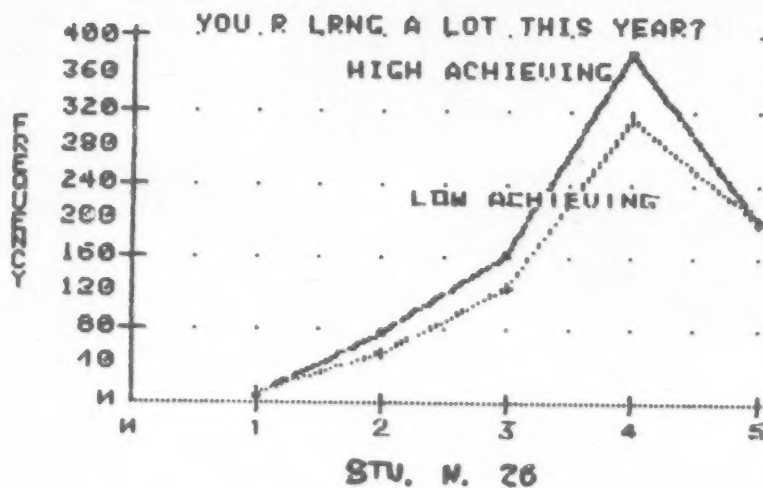
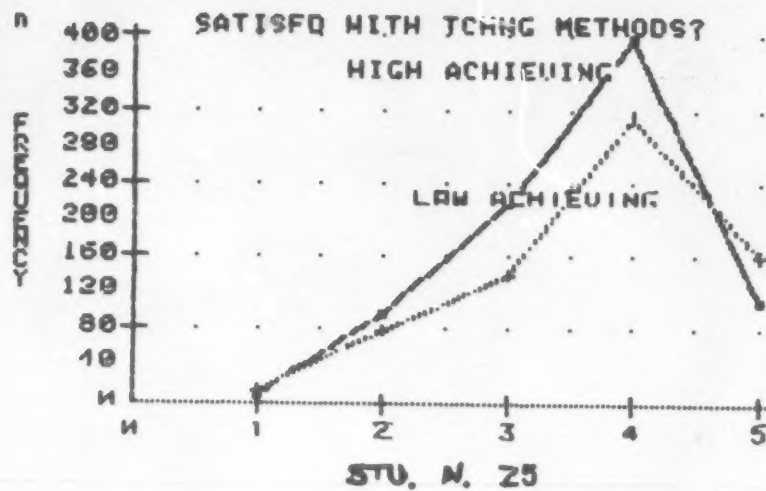


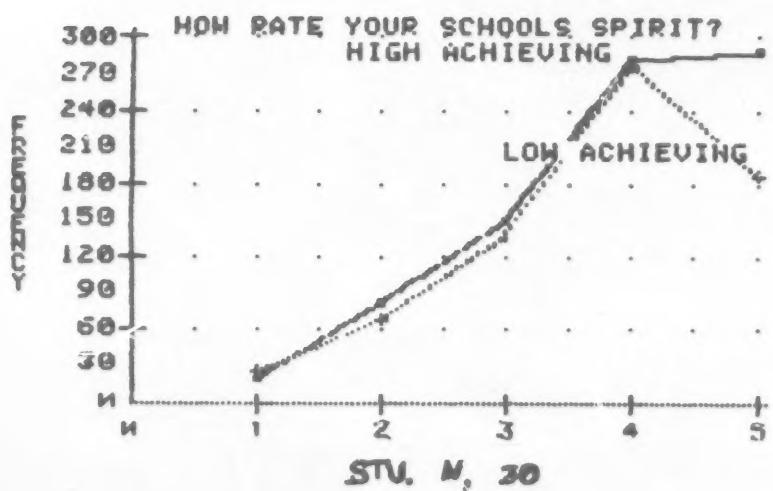
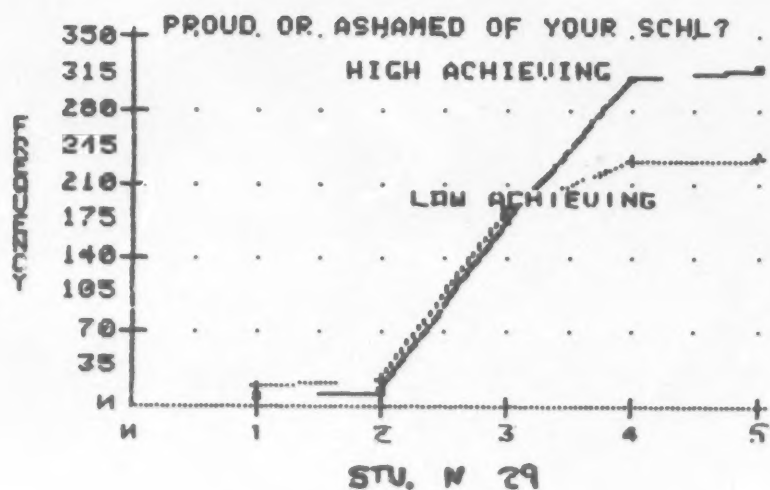
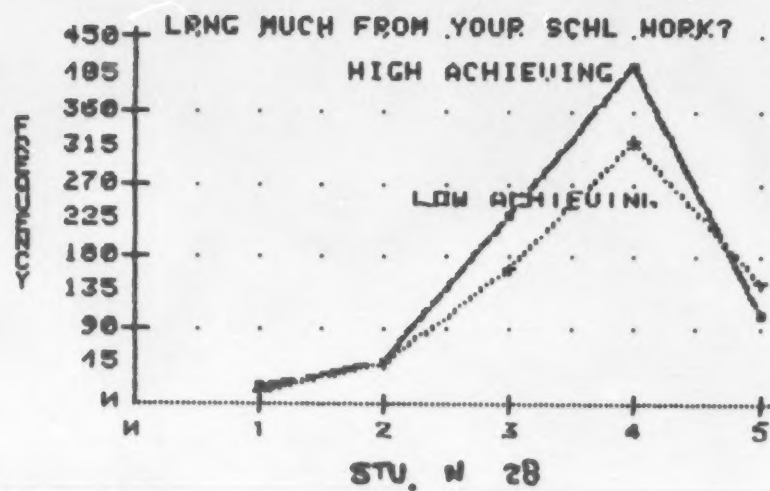


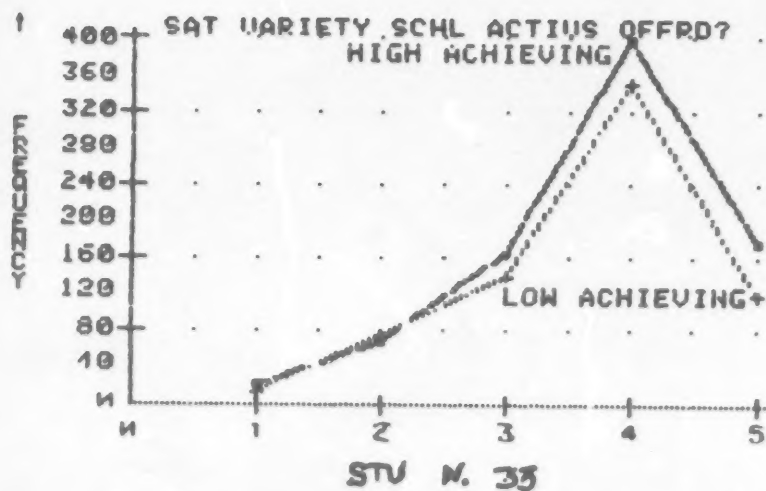
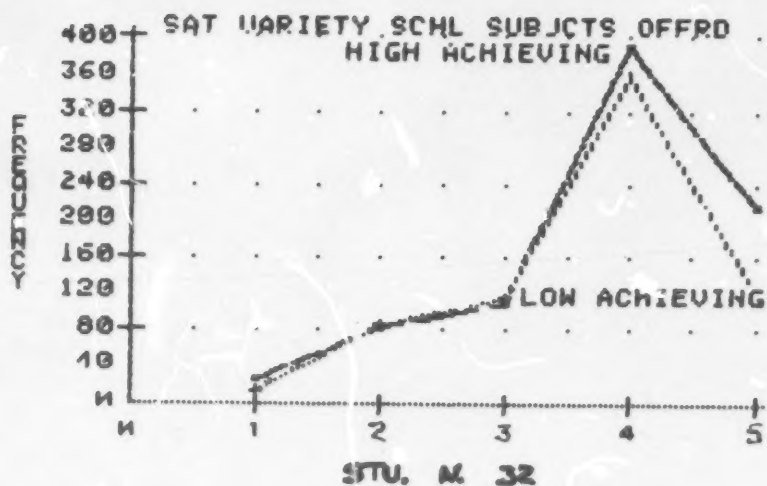
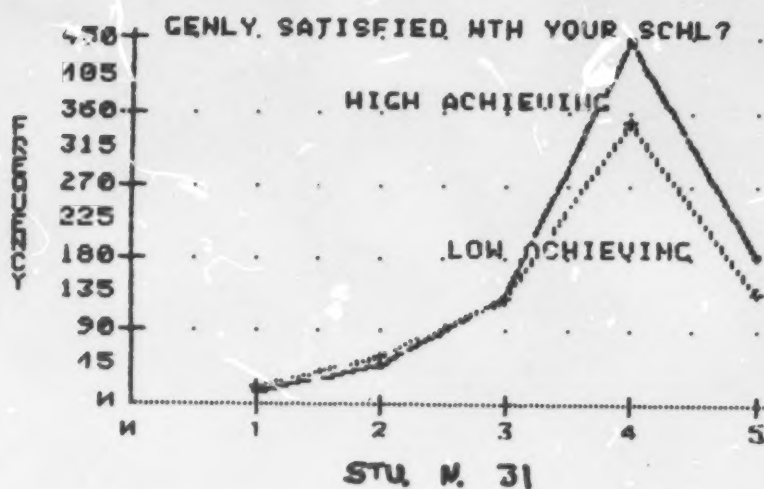


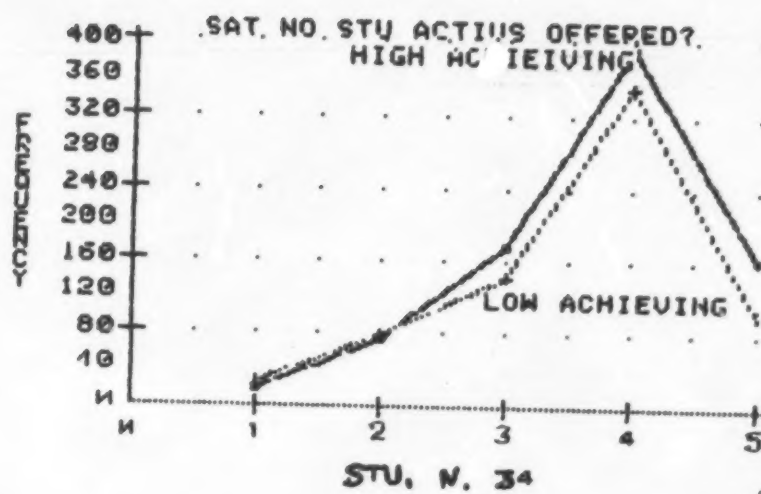












PARENT OPINION INVENTORY

The purpose of this survey is to assist your school in learning more about itself by measuring the attitudes of its patrons toward the program and related matters. Your opinions are of vital importance to this assessment. There are no right or wrong answers. The answers you give will be completely confidential.

PART A

Directions

Please read each item carefully. Note that there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected.

Example: Our school maintains high standards.

- A. Strongly Agree
- ☒ B. Agree
- C. Disagree
- D. Strongly Disagree
- E. No Opinion

The Parent Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

Copyright © 1976 by National Study of School Evaluation. No part of this material may be reproduced in any form without prior written permission of the publisher.

PARENT OPINION INVENTORY

PART A

1. Students in our school are generally respectful of each other.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
2. Most students and teachers in our school maintain good working relationships.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
3. Reports from our school concerning children's progress are adequate.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
4. Parents are informed about educational practices of our school.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
5. The concerns of parents are reflected in decisions made by our school.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
6. Our community is actively involved in operating the school.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
7. If given the opportunity, I would become more involved in our school's affairs.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
8. Our school is helping to prepare children to cope with a rapidly changing society.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
9. Our school is helping to teach children to be responsible citizens.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
10. Our school is helping children to understand world problems.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
11. Our school is doing a good job in teaching children the basic skills. (math, science, reading)
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
12. Our school is doing an adequate job of helping my children understand their moral and ethical responsibilities.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion

13. Our school's program helps children to understand and get along with other people.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
14. The physical education program at our school offers a wide variety of good activities.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
15. Health Classes at our school include adequate attention to mental health as well as physical health.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
16. Our school places the right amount of emphasis on teaching children to understand and appreciate the cultural diversity in our community.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
17. Our school is placing the right emphasis on the teaching of history.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
18. The curriculum in our school is adequate for students planning to continue their education beyond high school graduation.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
19. Discipline in our school should be more strict.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
20. The use of drugs in our school is not a serious problem.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
21. Theft is not a serious problem in our school.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
22. Cheating is not a problem in our school.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
23. Vandalism is not a serious problem at our school.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
24. Outsiders do not pose a threat to students in our school.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
25. Student absenteeism is not a problem at our school.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
26. Teachers in our school do not feel physically threatened by students.
 - A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion

27. The total educational program offered in our school is of high quality.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
28. Our school is doing a good job of providing children with the opportunity to reach full potential.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
29. Our teachers are generally highly competent.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
30. Our teachers place the right amount of emphasis on developing critical thinking skills. (problem-solving, analyzing)
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
31. Proper emphasis is placed on marks and grades in our school.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
32. The total number and type of course offerings in our school is adequate.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
33. Class periods are long enough to suit the needs of the different courses at our school.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
34. The amount or extent of educational change or innovation in our school is about right.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
35. More imaginative learning programs are needed in our school.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
36. The student activities program is sufficient to meet the needs of children.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
37. Acceptable emphasis is placed on the social development of children.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
38. Students in our school participate in planning student activities.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
39. Student participation in school activities is an important aspect of education at our school.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion
40. Services provided by our school's counseling and guidance services are supportive of my child's present needs and future aspirations.
A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

41. School health programs in our school (sight and hearing testing, health counseling) are adequate.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
42. My child's teachers require use of our school library for supplementary study and work.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
43. Transportation services provided by our school meet the needs of the majority of students.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
44. My child enjoys school lunches.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
45. Our school's lunch program offers a nutritional menu.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
46. Our school is well maintained.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
47. My child looks forward to going to school each day.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
48. The morale of students in our school is good.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
49. It is easy to make appointments to see teachers in our school.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
50. It is easy to make appointments with the administrators in our school.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
51. Teachers in our school are concerned about my child as an individual.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
52. My child receives the personal attention needed from the school in such matters as help in class and selecting courses.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion
53. School rules and regulations affecting students in our school are reasonable.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. No Opinion

TEACHER OPINION INVENTORY

The purpose of this inventory is to assist your school in learning more about itself through assessing the opinions of its staff toward the program and related matters. Your opinions, unbiased by "how you think you are supposed to respond," are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Unless the staff determines otherwise, do not sign your name or identify yourself in any way.

Remember that the data collected will assist school personnel in making better decisions regarding improvements in your school.

PART A

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected. If you have been provided with an answer sheet, mark your answer by blackening the appropriate space for the response selected.

Example: How satisfied are you with your method of planning lessons?

- A. Very satisfied
- ☒ B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Dissatisfied
- E. Very dissatisfied

The Teacher Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

Copyright © 1975 by National Study of School Evaluation. No part of this material may be reproduced in any form without prior written permission of the publisher.

TEACHER OPINION INVENTORY

PART A

1. How often are teachers in your school involved in the development of school policies which affect their work?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
2. When you need to talk to an administrator, can you do so with relative ease?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
3. Is the faculty work load in this school equitably divided?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
4. All things considered, what is your opinion about the necessity of class interruptions?
 - A. All are necessary
 - B. Most are necessary
 - C. About half are necessary
 - D. Seldom are necessary
 - E. Never necessary
5. How often are teachers involved in the selection of what will be included in the in-service program in your building?
 - A. Always
 - B. Most of the time
 - C. About half the time
 - D. Seldom
 - E. Never
6. What is your assessment of the inservice education program in your building?
 - A. Always helpful
 - B. Usually helpful
 - C. Helpful about half the time
 - D. Seldom helpful
 - E. Never helpful
7. Do the special conferences and/or workshops scheduled by the district help you?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
8. What is your opinion about the value of faculty meetings?
 - A. Always helpful
 - B. Usually helpful
 - C. Helpful about half the time
 - D. Seldom helpful
 - E. Never helpful
9. Does committee work contribute to the school's effectiveness?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
10. What is your general feeling about the way you are treated by the administration?
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
11. Do you think class visitations by your principal/supervisor are supportive of your efforts to improve instruction?
 - A. Always
 - B. Most of the time
 - C. About half the time
 - D. Rarely
 - E. Never
12. All things considered, how much do you think students are learning from their school experiences?
 - A. All they can learn
 - B. Almost all they can learn
 - C. About half of what they can learn
 - D. Somewhat less than they can learn
 - E. Considerably less than they can learn

13. How much of what students are studying do you think will be useful to them in everyday life?
 - A. All they are studying
 - B. Most of what they are studying
 - C. About half of what they are studying
 - D. Less than half of what they are studying
 - E. Very little of what they are studying
14. How many of the things that students should be learning are being taught in your school?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
15. How many of your students do you think do enough individual work (whether in or out of class) to learn what you teach?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
16. How much help do you think teachers give students with their schoolwork?
 - A. All the help they need
 - B. Most of the help they need
 - C. About half the help they need
 - D. A little of the help they need
 - E. None of the help they need
17. How many teachers in your school are willing to give students individual help outside of class time?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
18. How many teachers in your school give enough personal encouragement to students in their schoolwork?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
19. Are teachers allowed enough freedom in the selection of teaching materials?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
20. Are teachers allowed enough freedom in the selection of effective teaching methods?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
21. Are teachers allowed enough freedom in presenting different points of view on controversial issues?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
22. Is the number of instructional periods you teach appropriate?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
23. Is the number of instructional periods other teachers teach appropriate?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
24. Are teachers provided the right amount of time to prepare adequately for teaching?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
25. What is your estimate of the number of students who participate in as many school activities as they should?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
26. How would you rate the adequacy of the variety and number of activities your school offers?
 - A. Excellent
 - B. Good
 - C. Adequate
 - D. Poor
 - E. Very poor

27. In your estimate, how many students are handicapped by the amount of money required to participate in school activities?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
28. What is your estimate of how many students feel that they "belong" in this school?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
29. How satisfied or dissatisfied are you with the consistency by which teachers handle discipline in your school?
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
30. Are you satisfied or dissatisfied with the way the administration includes students in making decisions about matters which directly affect discipline (dress codes, school rules, assemblies, etc.)
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
31. When you have a disciplinary problem what help can you expect from the administrators?
 - A. All the help I need
 - B. Most of the help I need
 - C. About half the help I need
 - D. Little of the help I need
 - E. None of the help I need
32. Are you satisfied or dissatisfied with the way students are treated by counselors?
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
33. Are you satisfied or dissatisfied with the way students are treated by administrators?
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
34. Are you satisfied or dissatisfied with the way students are treated by teachers?
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
35. How much help does the school give students in solving personal problems?
 - A. All the help they need
 - B. Most of the help they need
 - C. About half of the help they need
 - D. Little of the help they need
 - E. None of the help they need
36. How much help does the school give students in the selection of courses?
 - A. All the help they need
 - B. Most of the help they need
 - C. About half the help they need
 - D. Little of the help they need
 - E. None of the help they need
37. How much help does the school give students in the selection of a college, vocational or trade school?
 - A. All the help they need
 - B. Most of the help they need
 - C. About half the help they need
 - D. Little of the help they need
 - E. None of the help they need
38. How much help does the school give students in the selection of a vocation?
 - A. All the help they need
 - B. Most of the help they need
 - C. About half the help they need
 - D. Little of the help they need
 - E. None of the help they need
39. Do you welcome parental visits to your classes?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
40. How well acquainted are you with the parents of your students?
 - A. Know all of them
 - B. Know most of them
 - C. Know about half of them
 - D. Know very few of them
 - E. Know none of them

41. What is your estimate of the status of teachers in your community?

- A. Excellent
- B. Good
- C. Adequate
- D. Poor
- E. Very poor

42. What is your estimate of the job the school does in informing parents about the school?

- A. Excellent
- B. Good
- C. Adequate
- D. Poor
- E. Very poor

43. What is your estimate of the level of knowledge parents possess about the school and its program?

- A. Excellent
- B. Good
- C. Adequate
- D. Poor
- E. Very poor

44. Are you satisfied or dissatisfied with your school?

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Dissatisfied
- E. Very dissatisfied

45. How do you feel about your prospects for advancement in the teaching profession?

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Dissatisfied
- E. Very dissatisfied

46. All things considered, how satisfied are you about being a teacher?

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Dissatisfied
- E. Very dissatisfied

What is your estimate of the emphasis that is being placed on each of the following curricular areas in your school?

- A. Entirely too much
- B. Some over emphasis
- C. About right
- D. Not enough
- E. Entirely too little

47. Art A B C D E

48. Business A B C D E

49. Dramatics A B C D E

50. English Language Arts A B C D E

51. Foreign Language Arts A B C D E

52. Health, P.E., and Recreation A B C D E

53. Home Economics A B C D E

54. Industrial Arts A B C D E

55. Mathematics A B C D E

56. Music A B C D E

57. Science A B C D E

58. Social Science A B C D E

59. Vocational Education A B C D E

What is your estimate of the emphasis that is being placed on each of the following in your school?

- A. Entirely too much
- B. Some over emphasis
- C. About right
- D. Not enough
- E. Entirely too little

60. Career Education A B C D E

61. Drug Education A B C D E

62. Sex Education A B C D E

63. Learning how to learn A B C D E

64. Individualization A B C D E

STUDENT OPINION INVENTORY

The purpose of this questionnaire is to assist your school in learning more about its instructional program. Your opinions and attitudes are of vital importance in helping your school learn more about itself.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember, you will be assisting your school in learning more about itself.

PART A

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected.

Example: How satisfied are you with your progress in mathematics this year?

- A. Very satisfied
- ☒ B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Dissatisfied
- E. Very dissatisfied

The Student Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

Copyright © 1974 by National Study of School Evaluation. No part of this material may be reproduced in any form without prior written permission of the publisher.

STUDENT OPINION INVENTORY

PART A

1. In how many of the student activities that you participate in are the students involved in planning the activity?
 - A. All
 - B. Many
 - C. About half
 - D. Few
 - E. None
2. In how many of the activities of your school would you feel that you would be accepted?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
3. How many student activities (clubs, parties, plays, athletics, etc.) that you would like to participate in, do you participate in?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
4. How often do you feel that you "belong" in your school?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
5. How many sponsors of the activities that you participate in seem well suited to the activity?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
6. How many of your teachers seem to care if you learn the subject they teach?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
7. How often do your teachers clearly explain *what* to do on assignments?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
8. How much help do your teachers usually give you with your schoolwork?
 - A. All the help I need
 - B. Most of the help I need
 - C. About half the help I need
 - D. A little of the help I need
 - E. None of the help I need
9. How many of your teachers make sure you understand what they teach in class?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
10. How often do your teachers clearly explain *how* assignments are to be done?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
11. How many of your teachers are willing to give students individual help outside of class time?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
12. How many of your teachers give you enough personal encouragement in your schoolwork?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None

13. How much help does your counselor give you in the selection of a college, vocational, or trade school?
 - A. All the help I need
 - B. Most of the help I need
 - C. About half the help I need
 - D. Little of the help I need
 - E. None of the help I need
14. How much help does your counselor give you in the selection of courses?
 - A. All the help I need
 - B. Most of the help I need
 - C. About half the help I need
 - D. Little of the help I need
 - E. None of the help I need
15. In general, are you satisfied or dissatisfied with the way you are treated by your counselor?
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
16. How much help does your counselor give you in the selection of a vocation?
 - A. All the help I need
 - B. Most of the help I need
 - C. About half the help I need
 - D. Little of the help I need
 - E. None of the help I need
17. How much help does your counselor give you in solving your personal problems?
 - A. All the help I need
 - B. Most of the help I need
 - C. About half the help I need
 - D. Little of the help I need
 - E. None of the help I need
18. If you had a problem or suggestion for the administration, how long would you have to wait to talk to a member of the administration?
 - A. I could talk to the administration immediately.
 - B. I could talk to the administration within the day.
 - C. I could talk to the administration within a week.
 - D. I could talk to the administration within a month.
 - E. I couldn't talk to the administration at all.
19. In general, are you satisfied or dissatisfied with the way you are treated by the administration?
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
20. In general, how often does the administration seem to really care about you as an individual?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
21. Are you satisfied or dissatisfied with the way the administration includes the students in making decisions about matters which directly affect the students (dress code, assemblies, etc.)?
 - A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
22. How much personal encouragement does the administration give you concerning your schoolwork?
 - A. All the encouragement I need
 - B. Most of the encouragement I need
 - C. About half the encouragement I need
 - D. Little of the encouragement I need
 - E. None of the encouragement I need
23. Does the administration talk to you as an individual on all occasions?
 - A. Always
 - B. Usually
 - C. About half the time
 - D. Seldom
 - E. Never
24. How much of what you are studying do you think will be useful to you in everyday living?
 - A. Everything I am studying
 - B. Most of what I am studying
 - C. About half of what I am studying
 - D. Less than half of what I am studying
 - E. None of what I am studying
25. In how many of your courses are you satisfied with the methods used to teach the courses?
 - A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
26. Regardless of what your grades may be, in how many of your school subjects would you say that you are "learning a lot" this year?
 - A. In all my subjects
 - B. In most of my subjects
 - C. In about half of my subjects
 - D. In less than half of my subjects
 - E. In none of my subjects

27. How many of the things that you should be learning right now are being taught in your school?
- A. All
 - B. Most
 - C. About half
 - D. Few
 - E. None
28. All things considered, how much do you think you are learning from your schoolwork?
- A. All that I can learn
 - B. Almost all that I can learn
 - C. About half of what I can learn
 - D. Somewhat less than I can learn
 - E. Considerably less than I can learn
29. In general, how proud or ashamed of your school are you?
- A. I am very proud of my school.
 - B. I am proud of my school.
 - C. I am neither proud nor ashamed of my school.
 - D. I am ashamed of my school.
 - E. I am very ashamed of my school.
30. How would you rate "school spirit" at your school? (Consider students support of athletic teams, charity drives, class money-raising projects, etc.)
- A. Excellent
 - B. Good
 - C. Adequate
 - D. Poor
 - E. Very poor
31. In general, are you satisfied or dissatisfied with your school?
- A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
32. In general, how well satisfied are you with the variety of the subjects that your school offers?
- A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
33. How satisfied or dissatisfied are you with the variety of student activities that your school offers?
- A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied
34. How satisfied are you with the number of student activities that your school offers?
- A. Very satisfied
 - B. Satisfied
 - C. Neither satisfied nor dissatisfied
 - D. Dissatisfied
 - E. Very dissatisfied